

Adams 14 School District
Management Partner Proposal

Proposal

In Response to the
Request for Qualifications/Proposal (RFQ/P) FOR A MANAGEMENT PARTNER
Adams 14 School District (Owner)

Submitted by

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Section 1 Letter of Interest

The Letter of Interest was submitted under separate cover.

Section 2: Experience and Qualifications

I. Proposed Personnel

Kingdom Solutions Enterprises (KSE), LLC has adopted a team model comprised of core staff and lead area consultants who are experts in their respective fields. This team has extensive experience, expertise, and commitment to carry out the project. KSE has developed a comprehensive network of educational experts, educational leaders, and community engagement leaders who will be available to work on the project.

KSE proposes this model of personnel because it provides a cadre of experts who have successfully navigated careers and are positioned to contribute to the Adams 14 project. This model will include a core staff and a bank of consultants. This bank of consultants includes professionals who are currently employed, have their own consulting firms, or are retired but are available for consulting. This management model provides both access to extensive expertise and flexibility to fill the diverse needs of the project---whether anticipated or contingent as the needs arise.

The role of lead area consultants will be to coordinate with current Adams 14 staff to 1) review the respective areas and identify strengths and needs; 2) develop improvement plans; 3) coordinate the requisite training and technical assistance; and 4) evaluate the results. The consultants will be available to the respective staffs to identify issue, solve problems, and provide support. On average, lead area consultants will provide approximately 15-20 hours per week.

Attachment 1 includes the resumes of the prospective team members and Attachment 2 includes the resumes of prospective consultants. The main contact for this project will be Dr. Steve DelCastillo.

Core Staff

Below is the list of identified core staff and consultants:

1. Leadership and Management

Dr. Frank Lucero (Chief Executive Officer-CEO)

Dr. Lucero has been involved in turning around several high schools including and beginning with Ignacio High School. While Mr. Lucero was serving Ignacio, there was a student walk out at Woodland Park High School. Knowing of Mr. Lucero's success at increasing student academic development and parent participation, then Colorado Department of Education Commissioner of Education, Dr. Cal Frazier asked Mr. Lucero to serve on a team to review stated walk out. Through that experience, Mr. Lucero became Woodland Park High School Principal. Dr. Frazier then asked Mr. Lucero if he might be interested in serving Colorado as a "Trouble Shooter". This

meant that he would go to a high school in trouble, help guide the school to improvement, and go to another troubled school. Mr. Lucero had the pleasure of completing his service at Woodland Park. Then Dr. Lucero had the pleasure of helping as High School Principal at Hayden, Skyview High School in Adams County School District #12 (Mapleton), and Holyoke. Following this experience, he served as Superintendent of Schools in Limon and Trinidad. Limon became an exemplary school district during his tenure. At Trinidad, his first day brought two letters from the then Colorado Department of Education Commissioner, Bill Moloney. One letter stated that Trinidad would be placed on financial probation. The second letter stated that Trinidad would be placed on Academic Probation. The Financial Probation was lifted after one year and the Academic Probation lifted after three years. After that experience Dr. Lucero retired from public education and became Executive Director of Laradon Hall. This nonprofit agency provides services for developmentally disabled citizens infants to senior citizens. While Dr. Lucero was at Laradon Hall, their operating reserve grew from approximately \$300,000 to over two million dollars and the Laradon Foundation balance grew from three million dollars to more than eleven million dollars. Currently Dr. Lucero is retired and consulting for school districts and nonprofits in Colorado.

2. Curriculum and Instruction/Teacher Development

Dr. Kathy Escamilla and Dr. Manuel Escamilla (Co-Lead Area Consultants)

Dr. Kathy Escamilla and Dr. Manuel Escamilla have extensive experience in training teachers of English language learners with a focus in areas such as language acquisition, biliteracy, and several other subjects that contribute to English language learners' success. Both Dr. Kathy and Dr. Manuel Escamilla will be consultants to the project.

3. Organizational Development

Dr. Joseph Milan (Lead Area Consultant)

Joseph is a Principal of JA Milan and Associates, LLC, which was established as a private company in 2009. Joseph is an internationally recognized risk management professional with extensive experience in the design and implementation of enterprise risk management (ERM) programs.

As Principal of JA Milan and Associates, Joseph helps ERM clients with the design, implementation, and continuous improvement of ERM programs. Joseph has helped clients from Central and South America to Canada and the Middle East initiate and improve their ERM initiatives. He has experience with multiple industry sectors, including energy, mining, financial institutions, commercial real estate, transportation, service, educational institutions, non-profits, and many others.

Joseph has experience working with underperforming K-12 schools in Texas and has developed training and organizational development workshops for administrators and teachers in the public education sector.

Joseph has over 27 years of experience as a professional educator and trainer and has been a keynote presenter and facilitator at conferences and seminars on ERM in the United States, the United Arab Emirates, and Central and South America. He holds a Doctoral Degree in International Relations from the University of Miami, Magna Cum Laude; a Masters Degree in Communication from the University of New Mexico, Summa Cum Laude; Bachelor Degrees in Communication and Spanish from the University of Northern Colorado, Magna Cum Laude; and holds an Associate in Risk Management (ARM) designation

4. Training and Development

To Be Determined

5. Research and Evaluation

Dr. Steve DelCastillo (Lead Area Consultant)

Dr. Steve DelCastillo has extensive experience research and evaluation, strategy, and leadership development. Over the past twenty-five years has conducted several organizational and community-related types of research projects. These research and evaluation projects have included bilingual education evaluation, organizational development analysis, mentoring program evaluation, management systems analysis and other type of evaluation.

In addition, Dr. DelCastillo has developed and managed large needs assessment projects, such as Head Start Needs Assessment for the City and County of Denver, a needs assessment for Boulder County and the city of Longmont Colorado. He also developed several types of assessment instruments, including the Cultural Competence Assessment Index (CCAI) used in various organizations and industries.

6. Community Engagement

Nita Gonzales, MA (Co-Lead Consultant)

Nita Gonzales has extensive experience as both an educator and community engagement specialist. Ms. Gonzales has as the Director of Escuela Tlatelolco, a community based-based school focused on educating students from various communities to engage in community learning and contribute to the community. Ms. Gonzales also has many years of experience in facilitating community learning and organizational skills.

Dr. Ramon DelCastillo (Co-Lead Consultant)

Dr. Ramon DelCastillo is currently Professor and Chair of the Chicana/o Studies Department at Metropolitan State University (12 years) of Denver and past Chair of the Masters Program in Nonprofit Management at Regis University (5 years). As the Chair of two departments, Dr. Del Castillo has developed and implemented university curricula and adjacent programs that meet all of the Colorado Higher Education standards. He has consulted with various school districts relative to improving organizational cultural climates, student retention and actual classroom experience in 75% of the major high schools in Denver, Colorado, with high school students enrolled in concurrent enrollment classes. He has also consulted with Charter schools, with particular emphasis on working with Spanish Speaking parents and their responsibilities in participating in the education of their children. His experience in working with various communities of color in developing culturally competent learning communities, with cultural concepts that integrate school systems with community residents is sought out both statewide and locally. Dr. Del Castillo's experience also includes management and implementation of community mental health programs. Lastly, as the Director of the PODER Project, a seven-million-dollar initiative funded by the Annie E. Casey Foundation's "Rebuilding Communities Initiative," he utilized his expertise in using a holistic approach in rebuilding La Alma Neighborhood for several years that suffered from the typical social problems that was destroying its neighborhood infrastructure.

7. External Relations

To Be Determined

Attachment 1 includes resumes of the KSE staff and Lead Area Consultants

Consultant Network

KSE has established a network of consultants who may be tapped to work on this project is needed. Attachment 2 includes the resumes of some of the network.

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II. Process for Added Capacity

KSE's understanding of this component

KSE understands that the goal of this component is two-fold:

- 1) have the EMO add human and other types of resources as deemed necessary as the project proceeds over the four-year period. While KSE has thought through the initial resource requirements, there will likely be a need for additional resources that will be identified as the project progresses; and
- 2) have the EMO work with the District 14 to develop District capacity that will allow it to eventually become self-sustaining at the end of the project.

Adding EMO Capacity

KSE will proceed with a two part of analysis to determine a method for adding EMO capacity. The first step will include a study of the District based on current secondary data, e.g., CDE achievement data, Adams 14 data, and other secondary data. The second step will be the collection and analysis of primary data collected through processes such as surveys, focus groups, and personal interviews.

Upon completion of the data collection process, KSE will determine the level of additional capacity needed. KSE will then move to add staff and consultants as needed to ensure success of the project.

Building Adams 14 Capacity

Another major component is the goal for eventually having Adams 14 move from its current status to that of a successful, self-sustaining school district where students succeed, parents are involved, and the community is engaged. In later sections, this proposal will delineate strategies for this to occur.

The four-year project will include the following phases and objectives:

Phase I: Organizational and Community Analysis

The KSE team will coordinate with the district staff and community members to conduct organizational and community analysis to ensure an understanding of factors such as the organizational culture & climate, student performance, parental involvement, community engagement, and other relevant areas. This analysis will include organizational and community surveys, internal and external focus groups, and interviews with key internal and external stakeholders. The data collection will occur in both English and Spanish within the district and the community at large.

The results of both the organizational and community results will be shared with the school board, the school district staff, and the community at large. This will be a key step in ensuring

transparency and an important move towards gaining credibility and support within the organization and from the community.

The information will be used to bolster current efforts and modify those areas where improvement is needed.

Objective 1.0 Conduct Organizational Analysis

KSE will work with the Communications Department to 1) analyze the results of previous survey research to determine its degree of relevance to the current issues; and 2) conduct additional surveys as needed to update the information.

Objective 2.0 Conduct Parent and Community Engagement Analysis

KSE will work with a third-party contractor to conduct a parental and community engagement analysis. As noted above, KSE will review the results of previous surveys to determine the extent to which the findings need to be updated. KSE will work with a third-party contractor to ensure the perception that such a survey is not biased towards any party and all the results will be reported.

Objective 3.0 Submit comprehensive Organizational and Community Engagement report
KSE

Once the results of the surveys are completed, KSE will analyze the results to identify the strengths and issues perceived by the various parties. The information from these findings will be used to develop a comprehensive strategy for improving organizational climate, parental trust, and community engagement

Phase II: Development and Implementation of Improvement Plan

KSE will work with the school board, district staff, and the community to develop a four-year Adams 14 District Improvement Plan that will focus on specific goals that 1) advance the District's mission and vision through systemic improvement and turn-around efforts; and 2) build a solid district infrastructure that result in increased academic outcomes for all students, including exiting the district and schools from the performance watch and turn around status. (Adams 14 RFQ/P; 2018)

The objectives for this improvement plan will be to:

- 4.0 Improve and sustain growth and achievement across all schools
- 5.0 Recruit, develop, retain, and sustain leaders/teachers
- 6.0 Engage all stakeholders
- 7.0 Customize and target support to meet student needs and closing opportunity gaps to increase learning

KSE recognizes that while each objective focuses on specific issues and areas, it will pursue a strategic to implement them. This strategic approach means that

Objective 4.0 *Improve and sustain growth and achievement across all schools*

This objective will focus on having school staff provide a learning environment that appreciates and encourages learning. This approach requires that the instructional staff have the support of school leaders and parents for helping to establish the environment. Key to having this environment is 1) providing the appropriate professional development opportunities; 2) laying out a supportive environment where instructional staff feel comfortable; and 3) providing the requisite tools and materials for delivering quality instruction.

Task 4.1 Provide appropriate professional development opportunities

KSE will coordinate with the teachers to establish a veritable professional learning community that is aligned with the District initiatives and personal development. The group will review the current development plans, evaluate their level of relevance, and modify them to ensure success.

Task 4.2 Establish a supportive environment where instructional staff feel comfortable

Given the results of the above-mentioned organizational survey, KSE will coordinate with staff to establish a supportive environment for all instructional staff. This means that they will feel supported and comfortable in carrying out the curricular and instructional activities consistent with the training they will have received.

Task 4.3 Provide requisite tools and materials for delivery quality instruction

The teachers and all instructional staff will receive the tools and materials they need to deliver quality instruction.

Objective 5.0 *Recruit, develop, retain, and sustain leaders/teachers*

Between 2013 and 2016 the Turnover Rate among Adams 14 administrators, principals, and teachers was approximately twice that of the state average. The impact of such high turnover rates is felt in areas such as employee morale, organizational climate, and student achievement.

Building capacity with Adams 14 means having quality, committed, and supported teachers and leaders. To develop such a capacity requires the District to create a culture and climate that welcomes competent teachers who can grow and learn within their profession. The District must also provide a climate where administrators and principals have the support and tools for carrying out the District's mission and vision. Furthermore, teachers and leaders are working currently within a challenging environment that requires on going technical and social support.

Given this background, KSE and the district staff will work together to improve the current climate to make it attractive for competent teachers, principals, and administrators. This will occur concurrently with providing training and technical assistance to staff for them to continue improving their performance.

Task 5.1 Develop organizational improvement initiative

Using the results of the organizational survey, KSE will work with internal staff and external staff to develop an organizational climate improvement initiative. Improving the climate is an important part of improving staff morale and support.

Task 5.2 Measure the impact of the organizational improvement initiative

KSE will measure the impact of the organizational improvement initiative by conducting pre and posttests.

Objective 6.0 Engage all stakeholders

Currently, the District's Communications Department provides several types of services for informing District staff, parents, and community stakeholders. For this project, KSE will coordinate with the Communications staff to continuously inform district staff, parents, and community holders about the progress of the project. This communication strategy will include, but not be limited to, integrating written communication as currently practiced, holding regular Town Hall meetings in English and Spanish, and including parents and community members in planning sessions.

Task 6.1 Develop a Stakeholders Engagement Initiative

KSE defines stakeholders inclusively by including District staff, students, parents, and the community at large. Therefore, a stakeholders' initiative will include all the above. The KSE staff and consultants will develop and implement an extensive initiative with the goals of 1) informing about the District activities; 2) soliciting feedback from the stakeholders, and 3) recruiting them to be involved in District activities.

Task 6.2 Measure the impact of the Stakeholders Engagement Initiative

Measuring the impact of the stakeholders' initiative is an essential part of improving both perceptions about and involvement with the District. KSE and staff will measure the impact and use the results to continue its activities and/or modify the strategy.

Objective 7.0 Customize and target support to meet student needs and closing opportunity gaps to increase learning

Customizing and targeting support to meet student needs requires that KSE and the District staff work together to develop a strategic approach for closing the learning gaps. Closing these gaps will include:

- Understanding the root causes of the low levels of academic growth that focuses not only on the quantitative results but also the qualitative processes that contribute to low achievement
- Understanding the root causes for the high turnover rate of teachers, principals, and administrators
- Helping parents feel welcome in the schools and the school district environment
- Welcoming the community stakeholders and helping them feel that they are part of the Adams 14 community

Task 7.1 Understand the root causes of student low achievement

An analysis of the CDE data over the past few years show the low levels of achievement by Adams 14 students. This low achievement history can be partially explained by understanding that Adams 14 may not be structured for success for all students within the district. For example, what are the teachers' expectations for the students? Do they have tools to understand the issues and to realize high expectations for students.

KSE proposes that schools develop and implement unified school improvement plans. One of the components of such plans will be to understand the root causes of low achievement. Unless there is a clear understanding of such causes, any improvement strategies and methods will be misguided. Also, the plans will lay out learning objectives, relevant metrics, and expected outcomes. For example, Adams 14 can partner with service providers such as School Works and the Colorado Department of Education which have respective versions of school improvement plans. Both can provide evidence-based tools for understanding root causes and drive meaningful student learning strategies.

Given the findings generated by the root cause analysis and the subsequent improvement plan, the District will develop a score card to provide progress reports. This will provide a picture of student growth and achievement.

KSE staff and consultants along with partner providers will train school staff to carry out the improvement plan goals and activities and produce the score cards. Such training can help build capacity within each school.

As part of this process, the principals and the Improvement Plan staff will share the results on a regular basis, e.g., after each term, annually, etc.—whatever is most useful-- with school staff and parents. This practice also provides transparency and can help build trust among parents and the community.

**IMPROVING AND SUSTAINING STUDENT GROWTH AND ACHIEVEMENT
THROUGHOUT ADAMS 14 SCHOOL DISTRICT**

This section focuses on the pedagogical delivery of instruction for English learners in the classroom.

Given the demographics of the school district (87% students of color, 84% Latino/a, 57% English language learners and 84% free/reduced Price Meal Eligible), we have incorporated into this proposal, students' backgrounds, languages and cultures into the potential instruction, student engagement, parent involvement and professional development for all staff.

This program will supplement the present curricula in all content areas, and we will investigate if a more suitable curriculum, which is culturally responsive and engaging for all students, is available and realistic.

Task 7.2 Understand the root causes for the high turnover rate of teachers, principals, and administrators

One of the first tasks will be to conduct an organizational culture (What is important to the District?) and climate (How does it feel to work here?). KSE will coordinate with the teachers' association to use the results of surveys and other findings they have collected.

In addition, KSE will coordinate with the teachers' association to collect other types of information such as interviewing teachers who have left the district to understand their reasons for leaving. In addition, KSE will also set up meetings, phone calls, etc. with principals to understand their reasons for leaving the district.

These findings can help inform the root causes for the high turnover rates among teachers, principals and other administrators.

Task 7.3 Help parents feel welcome in the schools and the school district environment

KSE and the District staff will survey the parents to determine their perceptions about feeling welcome in the schools and the overall district environment. The results will be shared with District staff and parents. This information will be used to develop parental involvement strategies with the goal of increasing participation and contribution to the schools and the overall District.

KSE will operate under the premise that parents are partners in the education of their children. Partnering with parents is perceived to be treating parents as families. In this context, family refers to all caregivers and the student (Colorado Department of Education (CDE), 2018)

Moreover, "education is explicitly viewed as a shared responsibility and opportunity between home and school with families playing a critical role in supporting student school success at each school level, including secondary." (CDE, 2018) This means that schools should be seen as home for the families where school staff and families can share ideas, concerns, and responsibilities for the education of the children.

Within this context, KSE will develop a Parent Compact that will adopt the PTA National Standards for Family School Partnerships. PTA's process for building successful partnerships starts with the National Standards for Family-School Partnerships and consists of three steps:

- Raising awareness about the power of the family and community involvement;
- Taking action to cultivate involvement through specific programs and practices and
- Celebrating success as schools see increase involvement and its impact.

These standards include:

- Standard 1: Welcoming All Families into the School Community
- Standard 2: Communication Effectively
- Standard 3: Supporting Student Success
- Standard 4: Speaking for Every Child
- Standard 5: Sharing Power

- Standard 6: Collaborating with Community (National PTA, 2018)

In addition, KSE will adopt the CDE Principal Guidelines for Parental Involvement. With the adoption of the National PTA Standards and the CDE Principal Guidelines, KSE will have a comprehensive parental partner initiative. KSE will submit an annual Parent Compact report in English and Spanish.

Task 7.4 Help community stakeholders become more involved in the school district

KSE and the District staff will survey the community at large to determine their perceptions about the school district and their involvement within the District. KSE will also sponsor a series of Town Halls to inform the community and solicit feedback. This information will be used to develop community engagement programs that allow stakeholders to provide input to improve the District.

In addition, the District will form a Community Advisory Council to provide guidance and feedback for informing the community and ensuring transparency. This Council will be comprised of a cross section of the community, e.g., business community, local elected officials, higher education, and other sectors.

Task 7.5 Integrate all data to develop a strategic approach to customize and target support for student needs and success

Customizing and targeting support for students requires that there be multidisciplinary approach that includes integrating data from the above four tasks. For example, there is a need to understand the relationship of organizational culture/climate, student achievement, and the high turnover rates among teachers and principals. KSE and the District staff will use the results of the various types of analyses to develop a strategic approach for customizing curricular and instructional delivery.

Phase III: Measurement and Accountability

KSE will coordinate with the district staff, the Colorado Department of Education (CDE), and other community groups to develop a comprehensive measurement and accountability system. The purpose of the system is to measure the impact of the project on 1) improving student achievement; 2) increasing teacher, principal, and administrator competencies; 3) engaging the community stakeholders; and 4) lifting Adams 14 from turnaround status.

Objective 8.0 Establish comprehensive measurement and accountability system

The purpose of the measurement and accountability system will be to provide information about the progress being made. This includes continuing those areas where achievement and growth are positive while also modifying those areas where they are less than desired.

KSE and the District staff will develop a system that includes diverse metrics, including but not limited to 1) student-related data, e.g., performance—test scores, attendance, behavioral data,

etc.; 2) parental feedback; 3) community feedback; 4) financial data; and 5) other related data. Each data component will be analyzed both as intact viable sets but also as an integrated set of data to understand the relationships among educational output, educational outcomes, parental and community perceptions, and finances.

KSE will establish a data collection system that provides the greatest degree of access to parents and the community. Most importantly, it will be the chance to demonstrate transparency to both and move towards higher levels of trust.

The data collected through methods such as surveys, focus groups, and interviews will include both quantitative and qualitative data. The KSE staff will blend both types of data into narratives to be used for measuring progress and telling the stories of the District, parents, and the community. These data points are designed to be the guide leading to continuous improvement. Each small school then, will be singly evaluated and analyzed in efforts to show effectiveness.

KSE staff, consultants, School District Board members and staff will develop a calendar for reporting the results. This will allow for ensuring that the District meets requisite timelines and organizing presentations to the stakeholders.

Phase IV: Community and Stakeholder Communication

An integral component of the project is ongoing communication with community stakeholders. This means communicating with District parents and community stakeholders on District activities, including educational processes, student achievement, teacher and principal ideas, finances, and other relevant information.

Objective 9.0 Establish a comprehensive community and stakeholder communication system

Pursuing a communication system that extends to the community and the stakeholders require a multifaceted approach. Such an approach requires that the District reach out through a variety of approaches, including;

- Adams 14 communication system, including its website, publications, the school and district marketing communications, and the cable Channel 22 educational programming;
- the radio stations, including the Spanish language programs
- the local community newspapers
- Adams 14 community town halls that convene community members to learn about the district activities and the district staff solicit feedback

To implement such a system, KSE and district staff will carry out the following tasks:

Task 8.1 Develop a District communication plan

The KSE staff and District staff will coordinate to develop the communication plan. This coordination will ensure that

Task 8.2 Deliver communication activities

Task 8.3 Measure the impact of the community plan

III. Organizational Experience

Kingdom Solutions Enterprises (KSE) is a management consulting firm based in Littleton Colorado with extensive experience in leadership development, strategy, and research & evaluation. Furthermore, KSE has an extensive network of experts in the field of curriculum & instruction, educational leadership, strategy, and community engagement.

Given this extensive network, KSE has formed a consortium that will be deployed for this major project. KSE anticipates that this project will require expertise in curriculum & instruction, human resources, legal support, and community engagement. Therefore, this consortium will include KSE staff and consultants with many years of experience in these areas.

The cadre of core staff and the network of consultants provide KSE with many years of experience, supreme levels of expertise, and high degrees of credibility. This combination provides KSE with the requisite competencies and knowledge for meeting the project objectives.

In addition, KSE will reach out to other organizations and individuals who have “turnaround” expertise the can supplement its service. This can include organizations such as the University of Virginia Turnaround project that includes a group of professors who have conducted research and provide training.

IV. Organizational Structure

KSE’s organizational structure includes two components: 1) the KSE core staff as depicted in Attachment 2 KSE Organizational Chart; and 2) the network of consultants.

Staff Duties and Responsibilities

1) Chief Executive Officer (CEO) will be responsible to:

- Conduct overall management of the project, including day to day operations of the school district
- Coordinate with the Adams 14 school board on designing and approving policies and procedures
- Coordinate with the school board to develop a comprehensive strategic plan
- Coordinate with current school district departments to approve update and new systems
- Develop and manage a professional development plan for the current superintendent
- Leverage network of contacts and expertise to realize project goals and objectives
- Expand the Consortium of experts and consultants to provide access to relevant expertise, training, and technical assistance

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- Coordinate with Consultant for External Relations to reach out to regulatory agencies, legislative bodies, the business community and other community groups to communicate the overall strategy and progress towards the goals
- Develop a four-year plan to have Adams 14 move into Accredited status as determined by the Colorado Department of Education

2) Consultant for Curriculum and Instruction will be responsible to:

- Coordinate with the District Curriculum and Instruction staff to update/develop Student Improvement Plan
- Review current curriculum and make recommendations for improving student achievement
- Coordinate with Training and Development Consultant to develop and implement a teacher professional development plan

3) Consultant for Organizational Development will be responsible to:

- Update/develop school district systems, including flow charts and narratives
- Develop and manage an organizational development initiative
- Coordinate with Research and Evaluation Consultant to measure the impact of the organizational development initiative

4) Consultant for Training and Development will be responsible to:

- Coordinate with Director of Teaching and Learning, Culture and Language Development Manager, the Principal Coach, and the Accountability & Assessment Manager to review and update professional development plans
- Coordinate with Consultant for Curriculum and Instruction to develop a training and development plan

5) Consultant for Research and Evaluation will be responsible to:

- Coordinate with District Executive Directors and their respective staffs to develop a comprehensive Adams 14 research and evaluation plan
- Collect and analyze district, school, and classroom
- Submit reports on district-wide findings
- Present results to the Adams 14 school board, the Colorado Department of Education, and the community

6) Consultant for Community Engagement will be responsible to:

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- Coordinate with the District staff to develop a comprehensive community engagement plan
- Coordinate with the KSE CEO to develop a series of community town halls
- Coordinate with school principals and school staffs to develop a Parent Compact
- Coordinate with Research and Evaluation Consultant to measure the impact of the Community Engagement plan
- Coordinate community town halls with the goal of sharing district news, soliciting feedback, and engaging the community members

7) Consultant for Government & External Relations will be responsible to:

- Coordinate with the KSE CEO and Adams 14 School Board to reach out to regulatory agencies, legislative bodies, the business community and other community groups to communicate the overall strategy and progress towards the goals
- Conduct training for school board related to governance, including policy development, policy analysis, and other related responsibilities

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V. Organizational Theory of Action and Implementation

KSE has developed an organizational theory of action and implementation that includes the following principles:

- Inclusivity where all stakeholders (school district personnel, students, parents, and the community) are involved in identifying issues and presenting ideas for dealing with the problems
- Asset based where the experience and the strengths of the students and their families are a significant part of curricular and instructional strategies_
- Evidenced based where application to the student demographics of the respective school district
- Parental Partnerships where parents are equal partners with the school community and have an equal voice in the education of their children
- Family focused where the family is an integral part of the values and ethics of the school environment

Given the above principles, KSE has developed a theory of action and implementation subscribing to the notion that stakeholders need a well-principled base to become involved, committed, and fulfilled. The principles must be consistent with their own values to sustain such a commitment.

Figure 1 below provides the KSE approach to organizational theory and implementation.

Figure 1:

This process model provides the opportunity for involvement, commitment, and long-term endurance.

VI. Understanding the National, State, and Local Context

Local Context

On March 25, 2010, Adams 14 School District received a complaint from the U.S. Education Department Office of Civil Rights (OCR). OCR alleged that the District discriminated against students, parents, and staff on the basis of national origin (Hispanic). Specifically, OCR alleged that the District was a hostile environment for Hispanic staff and students. OCR further alleged that the District failed to communicate effectively with parents who are limited in their English proficiency (LEP) in a language and manner that they understand (Adams 14 School District; March 2010)

Over the past several years, Adams 14 has been dealing with issues such as low student achievement, teacher and leader retention, and community skepticism. This has included having the district being placed on either Accredited with a Turnaround Plan or Accredited with Priority Improvement Plan. In addition, between 2010 and 2016 the turnover rates among teachers, principals and administrators have been almost twice the state average—creating uncertainty among the district. (CDE, 2018)

In 2017, both the district and the high school received a rating of Priority Improvement (the second lowest rating) on the Colorado District and School Performance Frameworks, triggering additional state action for being on turnaround status for five consecutive years.

As a result, the district submitted, and the State Board of Education approved, a three-year turnaround plan with an external organization to manage targeted operations at the district and in several schools, including Adams City High School.

An external management partnership with Beyond Textbooks was approved for the district and three of its eleven schools (Rose Hill Elementary School, Central Elementary School, and Adams City High School).

The district was optimistic that the 2017 turnaround plan and associated goals would, in year-one, provide a framework for building sustainable systems with significant, immediate and positive impact on student growth and achievement, and put the district on a path to creating a collaborative culture of continuous improvement with high expectations.

At the end of year-one of the turnaround plan, the district and high school failed – with the exception of incremental improvements in some areas – to meet the overall goals outlined in the turnaround plan and continued to fall short of providing the students and families in Adams 14 with the high-quality education they deserve.

The implementation of the turnaround plan resulted in the following progress in year-one:

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- Adams City High School moved from turnaround status to priority improvement due to an increase to the participation rate of 95 percent or more, as measured by the school performance framework. The high school also experienced decreases in remediation rates, an increase in current enrollment, an increase in AP passing rates and increases in grade level proficiency in grade 9.
- Central Elementary School maintained their status of priority improvement and gained a point, increasing from 39.3 to 40.0 points, as measured by the school performance framework.
- Rosehill Elementary School moved from turnaround status to priority improvement by increasing their points from 32.5 to 34.8, as measured by the school performance framework.
- Three elementary schools – Dupont, Kemp and Monaco –moved completely out of turnaround status, and off the State’s accountability clock.
- Three schools – Alsup and Kemp elementary schools as well as Kearney Middle School – received the green – Performance – rating, indicating that these schools meet or exceed statewide attainment on the performance framework. The District has never had three green performance schools in its history, under the current State accountability system. (Adams 14 Website, 2018)

Colorado Context

After many years of student low achievement and many other issues, the Colorado Department of Education issued an Order entitled Accountability Recommendations Concerning Adams 14 School District and Adams City High School. The Order called for the Adams 14 School District Board of Education to identify a public or private entity to serve as a Lead Partner with the board in the management of the district.

In December 2018, the school board released a Request for Qualifications/Proposal (RFQ/P) with a deadline of 1/15/2019 for proposals. The Board will decide on the Lead Partner in February, 2019.

Federal Context

In 2015, comprehensive educational legislation, Every Student Succeeds Act (ESSA) was passed to bring federal legislation into the 21st century. ESSA includes provisions that will help to ensure success for students and schools. Below are just a few. The law:

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.

- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with our [Investing in Innovation](#) and [Promise Neighborhoods](#)
- Sustains and expands this administration's historic investments in increasing access to high-quality [preschool](#).
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

Given this context, Adams 14 can begin to avail itself of potential resources that are available for increasing student achievement. KSE will coordinate with the Adams 14 Office of Federal Programs to lay out a strategy for applying for ESSA funds.

VII. Organizational Capacity

The organizational structure proposed by KSE is designed to 1) ensure effective leadership and management; 2) leverage the expertise and knowledge of expert consultants; 3) develop a system for developing capacity among all the District staff; and 4) develop a system for moving the District to Accreditation status with the Colorado Department of Education.

Dr. Frank Lucero will be the KSE CEO for this project. As delineated earlier in this proposal, Dr. Lucero has experience in Turnaround scenarios, including both high schools and school districts. He will ensure that the appropriate leadership and management practices will be in place.

The entire KSE team will work with the Adams 14 school board and district staff to review and/or develop the relevant systems for conducting business. Furthermore, KSE will work with the staff to measure the efficiency and effectiveness of the systems and engage in continuous improvement as deemed necessary. KSE will bring into play its Consortium of experts to coordinate with the teachers, leaders, parents, and community stakeholders.

Throughout the project, KSE staff and consultants will work with Adams 14 staff, parents, and community stakeholders to develop a system for building capacity. Inherent in this process will be to have KSE work side by side with staff with the goal of providing the competencies and skills for operating effectively.

VIII. Proposed Progress Monitoring Systems

The Management Matrix and the Gantt charts below provide an overview of the progress monitoring systems to be used to track progress and measure impact of the course of the project.

Management Matrix

Phase I: Organizational and Community Analysis			
Objectives/Tasks	Responsible	Metrics (What will we measure?)	Success Factor(s) (How will we know we have been successful?)
<i>Objective 1.0 Conduct organizational analysis</i>	Research & Evaluation	Organizational perceptions	80% response rate
<i>Objective 2.0 Conduct parent and community engagement analysis</i>	Research & Evaluation	Organizational perceptions	80% response rate
<i>Objective 3.0 Submit comprehensive report</i>	Research & Evaluation		Complete report
Phase II: Development and Implementation of Improvement Plan			
<i>Objective 4.0 Improve and sustain growth and achievement across all schools</i>			
Task 4.1 Provide professional development opportunities	Training & Development	Instructional Skills	Increased competencies
Task 4.2 Establish supportive environment	Organization Development	Climate variables	Improved climate
Task 4.3 Provide requisite tools and materials for delivery of quality instruction	Curriculum & Instruction	Instructional methods	Improved skill
<i>5.0 Recruit, develop, retain, and sustain teachers/leaders</i>			
Task 5.1 Develop organizational improvement initiative	Organization Development	Culture and Climate Variables	Improved climate
Task 5.2 Measure impact of organizational improvement plan	Organization Development	Culture and Climate Variables	Improved climate
<i>Objective 6.0 Engage all stakeholders</i>			
Task 6.1 Develop a Stakeholders Engagement Initiative	Community Engagement	Community Perceptions	Completed plan
Task 6.2 Measure the impact of Stakeholders Engagement Initiative	Community Engagement	Community Perceptions	Report
<i>Objective 7.0 Customize and target support to meet student needs and closing opportunity gaps to increase learning</i>			
Task 7.1 Understand the root causes of student low achievement	Research and Evaluation	Root causes	Report
Task 7.2 Understand the root causes for the high turnover rate of teachers, principals, and administrators	Research and Evaluation	Root causes	Report
Task 7.3 Help parents feel welcome in the schools and the school district environment	Community Engagement	Parental feedback	
Task 7.4 Help community stakeholders become more involved in the school district	Community Engagement	Degrees of involvement	Increased school involvement
Task 7.5 Integrate all data to develop a strategic approach to customize and target support for students needs and success	Research and Evaluation	Student/ Parental/ Community data	Statistical model
Phase III: Measurement and Accountability			
<i>Objective 8.0 Establish comprehensive measurement and accountability system</i>	CEO/Research and Evaluation	Student/Organizational / Parental/Teacher data	Updated/new systems
Phase IV: Community and Stakeholder Communication			
<i>Objective 9.0 Establish a comprehensive community and stakeholder communication system</i>	Communication s Department	Feedback from community	Report

Gantt Chart

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	Quarter /Year															
	1				2				3				4			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Phase I: Organizational and Community Analysis																
Objectives/Tasks																
<i>Objective 1.0 Conduct organizational analysis</i>	x															
<i>Objective 2.0 Conduct parent and community engagement analysis</i>	x															
<i>Objective 3.0 Submit comprehensive report</i>		x														
Phase II: Development and Implementation of Improvement Plan																
<i>Objective 4.0 Improve and sustain growth and achievement across all schools</i>																
Task 4.1 Provide professional development opportunities		x				x				x				x		
Task 4.2 Establish supportive environment																
Task 4.3 Provide requisite tools and materials for delivery of quality instruction		x				x				x				x		
5.0 Recruit, develop, retain, and sustain teachers/leaders																
Task 5.1 Develop organizational improvement initiative		x	x													
Task 5.2 Measure impact of organizational improvement plan				x	x											
Objective 6.0 Engage all stakeholders																
Task 6.1 Develop a Stakeholders Engagement Initiative		x	x	x			x		x		x		x			
Task 6.2 Measure the impact of Stakeholders Engagement Initiative					x		x		x	x		x	x		x	x
Objective 7.0 Customize and target support to meet student needs and closing opportunity gaps to increase learning																
Task 7.1 Understand the root causes of student low achievement	x	x	x	x												
Task 7.2 Understand the root causes for the high turnover rate of teachers, principals, and administrators			x	x												
Task 7.3 Help parents feel welcome in the schools and the school district environment		x	x	x												
Task 7.4 Help community stakeholders become more involved in the school district			x	x	x	x										
Task 7.5 Integrate all data to develop a strategic approach to customize and target support for students needs and success				x	x	x	x	x	x	x	x			x	x	x
Phase III: Measurement and Accountability																
Objective 8.0 Establish comprehensive measurement and accountability system			x	x	x	x	x	x	x	x	x	x	x	x	x	x
Phase IV: Community and Stakeholder Communication																
Objective 9.0 Establish a comprehensive community and stakeholder communication system	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

IX. Communication and Stakeholder Input

As laid out in Tasks 6.1 and 6.2 above, KSE and Adams 14 will establish a partnership with community stakeholders as part of Stakeholders Engagement Initiative.

X. Organizational Cultural Shift

KSE and the school district staff will develop an organizational development initiative as laid out in Tasks 5.1 and 5.2.

XI. Instructional Transformation

Dr. Kathy Escamilla and Dr. Manuel Escamilla will introduce innovative instructional training through:

- Training teachers and principals on effective instructional methods
- Supplementing the present curricula in all content areas, and we will investigate if a more suitable curriculum, which is culturally responsive and engaging for all students, is available and realistic.
- Stressing that it is imperative that all teachers at all levels have a robust knowledge of strategies for teaching math, science, language arts, etc. Differentiated instruction is needed in order to reach all students. This program will provide professional development to learn ways teachers can provide instruction to all their students regardless of background, culture or language abilities.
- Developing strong coordination of subject content matter among teachers, ways of communication and collaboration will be implemented so that all students learn in content area classrooms with the appropriate support from all the teachers and support staff.
- Understanding that English and Spanish (50%+ of the student population speak Spanish as their native language) will be used for instructional purposes at all levels when the use of the native language will be the best strategy to teach. The language of all students and their families will be valued therefore sending the correct message to students and parents that their native language is valuable. In collaboration with all teachers, we will discuss ways to demonstrate to students and their parents that their language and culture is valued and that teachers will learn ways in how the native language can be used to increase students' academic achievement. Further, this program will develop a philosophy/policy to use the students' language for more than translation purposes. Mere translation of information does not constitute good teaching. Content area teachers will learn to more effectively use bilingual professionals and paraprofessionals for instructional purposes. We will include all personnel in professional development opportunities that we will create.

XII. Leadership Development

KSE Lead Area Consultants and the district training and development staff will develop a leadership development plan that will focus on two areas: 1) leadership programs those in leadership positions, e.g., lead teachers, master teacher, principals, and other administrators; and 2) customized training that focus on specific leadership competencies. This combination of general leadership development and a more focused customized approach will ensure that staff possess the skills for success in their work. It will also increase the chance that staff will feel their specific needs will have been met.

XIII. Evidence Based Instructional Program

Dr. Kathy Escamilla and Dr. Manuel Escamilla have conducted research on English language learners and biliteracy and experts in the field. As Lead Area Consultants in Curriculum and Instruction they work with teachers, principals and parents to supplement the district's current curriculum content and instructional practices. They will coordinate with the current Executive Director for Curriculum and Instruction and the staff to supplement the current system.

XIV. Recruiting/Retaining Personnel

KSE will coordinate with the district's Department of Human resources group to focus on recruiting teachers, other educators and administrators who possess an endorsement in English Language Development (ELD) or Bilingual Education which will constitute of 24 credit hours in the areas of Foundations, Methods, Curriculum Assessment and Parent and Community Involvement. By the end of the fourth year, 50% of all Adams 14 School District of teachers, other educators and administrators should possess such endorsement.

Current/ideal development strategies

Continue to collaborate with institutions of higher education; University of Colorado, Regis University, University of Denver and Metropolitan State University in the district implementation of ELD, and bilingual programs for paraprofessionals, undergraduates and graduate students. At the present time, the University of Colorado, Boulder BUENO Center for Multicultural Education has 30+ educators from Adams 14 School District who are enrolled in a Master of Arts Degree in Education, Equity and Cultural Diversity with a full endorsement in ELD or Bilingual Education.

Current retention rates/root causes/remedies

More than 40% of the teacher force at Adams 14 school District are not retained from year to year, reasons for this turnover stated by teachers who have left the district inform us of the lack of leadership as being one reason, lack of support to improve instruction, negative working conditions, confusing school policies, lack of appropriate materials for teaching and in general an atmosphere that is not conducive to collaboration, growth and development.

Our group will offer relevant and appropriate professional development, leadership with realistic goals and objectives, the establishment of positive working conditions, clear and concise district policies and rules and an atmosphere conducive to collaboration, growth and development.

What are acceptable retention rates? Comparison with comparable districts?

KSE and Adams 14 will have as a main retention goal, 90% retention of all staff for consistency and continuity by implementing a philosophy that all staff will be respected and nurtured to improve their abilities to educate. This 90% of all staff will far surpass other comparable school districts.

Strategies for sustaining leaders/teachers: This will include:

- Develop a philosophy realistic to this school district
- Allow district personnel in collaboration with community members to create policies needed and that can be met by those who design those policies
- Provide fair and just leadership by being inclusive in all aspects of district management
- Support the academic growth and development of all staff and allow parents to interact with teachers.

XV. Recruit/Recommend Management Operators

Once the KSE staff and consultants have conducted the relevant systems and operational analysis, KSE will develop a recruitment plan. The plan will focus on hiring management staff (principals and administrators) who have experience or potential for assimilating into Adams 14 philosophy of education, parental partnerships, and community engagement. Specifically, the KSE staff will work with the district's Human Resource Department to develop relevant recruitment and selection criteria.

XVI. Negotiations

Dr. Frank Lucero, KSE CEO, will be responsible for conducting negotiations for the school district in coordination with the school board and appropriate school district officials. Dr. Lucero will work the appropriate parties to develop a system for negotiations and provide training and technical assistance as needed.

XVII. Evaluate Policy

Dr. Frank Lucero and the Lead Area Consultant (TBD) for External Relations will coordinate in the evaluation of public policy. In addition, Dr. Steve DelCastillo, a former professor of Public Administration will assist as needed.

XVIII. Community Engagement, Local Governance Training

This training will be conducted by the Lead Consultants for Community Engagement (Dr. Ramon DelCastillo and Nita Gonzales, MA) will be responsible for conducting the Community Engagement Training. The Lead Area Consultant for External Relations will be responsible for conducting the Local Governance Training.

XIX. Determine to Continue with Pathway Proposal/BT

The KSE CEO and the Lead Consultant for Research and Evaluation will be responsible for 1) evaluating the current Pathway Proposal/BT; and 2) developing recommendations on the status of the contract.

XX. Build a District Vision/Mission

Dr. Lucero and the Lead Area Consultant for Organizational Development (Joe Milan) will be responsible for building a district vision and mission. This will occur as part of an overall process for developing an Adams 14 strategic plan.

Attachment 1: KSE Staff and Lead Area Consultant Resumes

FRANK J. LUCERO, Ph.D.

6271 E 135th Ave Thornton, CO 80602
(303) 253-1578 (cell) eandflucero@gmail.com

SUMMARY OF WORK EXPERIENCE

EDUCATIONAL CONSULTING (August 2016-present)

SELECTED ACCOMPLISHMENTS

- ▮ **Brighton 27J Educational Foundation Board** (Member)-Facilitated development, writing and approval of 5-Year Strategic Plan.
- ▮ **Brighton Young Life Resource Board** (Member)-Facilitated and wrote four grant proposals. Led fund raising campaign through development process.
- ▮ **Leadership Resources Association, LLC**-Facilitated process leading to corporate status. Facilitated development, writing and approval of Corporate 5-Year Strategic Plan. Identified and finalized partnership opportunities for corporation.

CENTRAL ADMINISTRATION

Executive Director, Laradon Hall Society for Exceptional Children and Adults (October 2008-October 2014)

SELECTED ACCOMPLISHMENTS

- ▮ During tough economic times, increased Capital Reserve from \$1 million to \$2.28 million while improving client services through strategic planning and data reporting systems implementation. Also increased the foundation account from \$2.6 million to \$9 million.
- ▮ Implemented monthly Board Reporting system showing goal and objective attainment through measures approved by board with weekly communication to Board Members and management team (Friday Files).
- ▮ Increased staff from 164 staff members to 204 staff members while increasing client/participants from 450+ to 650+ in 12 programs
- ▮ Collaborated with a variety of agencies, institutions, and individuals in efforts to develop appropriate assessments related to agency success, staff competence, and client/student growth and development.
- ▮ Implemented organizational development theory thinking among executive leadership team members in efforts to show department relationships, improve department cooperation and collaboration, and increase organizational effectiveness.
- ▮ Implemented 5-Year Strategic Planning with Annual Operating Plan that is founded on SMART concepts.
- ▮ New development (PR, marketing) plan implemented focusing on capital construction, operations support and research and development with a focus on collaboration and partnerships.
- ▮ Represented the board on negotiations team. Staff members voted to withdraw from SEIU in March 2013, commenting that Executive Director does more for us than the union.

Superintendent of Schools, Trinidad School District #1, Trinidad, CO 81082 (July, 2003-June 2006)

SELECTED ACCOMPLISHMENTS

- ▮ Five-Year strategic plan developed through the District Accountability and Advisory Committee and with input from a variety of community entities. The plan was adopted by the Board of Education to begin the 2004-05 school year. 26 of 29 first year objectives achieved in School Year 2004-2005.▮▮
- ▮▮Board adopted "Policy Governance" system beginning School Year 2004-2005. This system is designed to encourage and guide community engagement opportunities for many years into the future. Designed and implemented with the Trinidad Federation of Teachers a Performance Pay system tied to student academic achievement and spelled out in the individual teacher's Professional Growth Plan. Valid/Reliable assessments must show a minimum of 1.2 years growth for one year in school in order to be eligible for Performance Pay.

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- ▯ Implemented school improvement systems based on “Organizational Development Theory” which are data-oriented and designed to use district goals and objectives as the foundation for building goals and objectives and Educator professional growth plans.
- ▯ Review and recommend with District Accountability and Advisory Committee a Behaviorally Anchored Rating System (BARS) for evaluation of teachers and principals to begin school year 2005-06.
- ▯ Implemented “Zero Based Budgeting System” guiding district from deficit spending (\$452,000) School Year 2002-2003 to balanced budget school year 2004-2005. Over \$2.6 million in other grants received since July 1, 2003.
- ▯ Represented the board on the negotiation team and moved negotiations from annual negotiations to a three year plan.

Adams 14 School District
Management Partner Proposal

Superintendent of Schools, Limon School District RE-4J, Limon, CO 80828. (July, 1998-June, 2003)

SELECTED ACCOMPLISHMENTS

- ▢ Development and implementation of Administrator and Teacher Performance Pay plan coordinated with the District Strategic Plan and student achievement through curriculum assessments (National, State, District, Classroom) and designed to show academic “value add” by individual and identified group(s) while guiding instructional practices.
- ▢ Guided bond issue through community committee to gain 93% approval of district voters for building remodeling/renovation program equal to 62.25 percent of district debt limit. Construction completed for \$67/square foot (nation and state average for similar construction \$115/square foot).
- ▢ Developed and implemented response for proposal system by which Limon School District sought and received out-of-district financial resources (over \$5 million in grants) to provide stronger and more specialized professional development for district employees and community members, and instructional materials, supplies and equipment and (\$.5 million) for district capital construction projects.
- ▢ Increased the number of teachers in both the elementary and secondary schools. Our district student to teacher ratio is 16/1 (15/1 in the elementary and 17/1 in the secondary).
- ▢ Implemented a Staff/Management Council whose purpose is to change communication dynamics between the school board, administration, and teachers. Council charged with changing how issues are raised, discussed and analyzed, how problem-solving options are identified, and how the group makes decisions and recommendations consistent within board policy and Colorado state law parameters.
- ▢ Developed and implemented district budget development plan which is zero-based and links goals and objectives to resources and expenditures. Plan implementation resulted in an 8.9% increase in EOY fund balance in two years.
- ▢ Represented the board on the negotiations team regarding staff salaries and working conditions.

Director, Educational Options & Partnerships, Adams County School District #1, 591 East 80th Ave., Denver, CO 80229 (July, 1992-July, 1997)

SELECTED ACCOMPLISHMENTS

- ▢ Development of site-based management decision making system connected to program/building/district accountability and accreditation. Utilized focused resources to train stakeholders regarding individual and group roles and responsibilities. Evaluation based on growth, performance, and norm referenced data.
- ▢ Implemented a study team of vocational education stakeholders (business and industry, government, parents, students, staff members) whose mission was to design vocational education vision and restructure program.
- ▢ Developed and implemented a grants management plan in collaboration with stakeholders designed to guide district toward adopted board policy encouraging systematic use of supplemental funds for pilot projects. Implemented a self-study team of Alternative #1 stakeholders whose mission was to restructure program design and delivery based on cutting edge models and trends in alternative education.
- ▢ Developed a number of funded grants focusing on systemic school reform.
- ▢ Author of Tech Prep Grant designed to develop curriculum articulation between Adams County School District #1 and Front Range Community College in meeting student career needs.
- ▢ Developed Skyview All Stars, a program designed to guide at risk students’ academic attainment utilizing mentors and tutors and develop family support systems for participating student families.
- ▢ Served as the primary writer for grant proposals and was responsible for the district receiving \$2.2 million in grants.

BUILDING ADMINISTRATION/TEACHING

Principal, in a number of Colorado communities including urban, suburban, rural and frontier school districts. (July, 1979-June, 1983 and July, 1991-June, 1998)

SELECTED ACCOMPLISHMENTS

- ▢ Developed and implemented participatory management plan which included staff, students, parents, and community in planning and decision-making.

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- ▯ Designed and implemented study and training systems for staff, community and students in efforts to organize for results in designing Standards Based Education processes.
- ▯ Developed and implemented two-way School < > Student < > Home communication system.
- ▯ Participated in the design and implementation of experiential-based alternative education model.
- ▯ Implementation of School Climate Assessment contributing to increased student achievement/attendance.
- ▯ In-service staff on a variety of instructional models, Multiple Intelligence and Emotional Intelligence Theories.
- ▯ Served as the primary writer for a variety of proposals resulting in \$5 million for school improvement projects.

Social Science Teacher, Monte Vista Junior-Senior High School, Monte Vista, Colorado. (August, 1974-June, 1979)

SELECTED ACCOMPLISHMENTS

- ▢ Designed and implemented a series of multi-cultural courses at the high school level.
- ▢ Designed and implemented a series of self-concept enhancement courses at the junior high level.
- ▢ Designed funded experimental bilingual/multisensory high school earth science class.
- ▢ Developed community human resources for program improvement.
- ▢ Served on the teacher team for contract negotiations for two years.
- ▢ Wrote a proposal resulting in \$1.2 million for the continuing development of a Bilingual Earth Science project.
- ▢ Wrote a proposal resulting on \$200k for the school to write a K-12 curricular scope and sequence as proposed by the teaching staff.

HIGHER EDUCATION

Associate Dean of Cultural Diversity, University of Northern Colorado, Greeley, Colorado. (Fall, 1988-July, 1991)

SELECTED ACCOMPLISHMENTS

- ▢ Developed liaison system between UNC Foundation and Division of Student Affairs in efforts to proactively respond to university financial resource searches.
- ▢ Developed research based student enrollment management system focusing on Hispanic students.
- ▢ Began, coordinated, and supervised functions, activities, and budget of African American, Hispanic, and International student centers.
- ▢ Developed UNC minority mentorship project designed to increase student retention and program completion.
- ▢ Served on the staff/faculty Colorado Education Association team in contract negotiations.

Director, Hispanic Cultural Center, University of Northern Colorado, (Sept., 1985-July, 1991)

SELECTED ACCOMPLISHMENTS

- ▢ Implemented business strategic program plan for budgeting, staff management, and program development.
- ▢ Demonstrated abilities in personnel management, including; recruitment, selection, and training.
- ▢ Developed successful marketing plans to improve Hispanic student recruitment and retention data.
- ▢ Developed funded grant(s) and recruit instructors and members for folkloric dance group which performed in several middle and high schools and selected community centers.

Assistant Professor, College of Health and Human Sciences, and College of Education. University of Northern Colorado.

Adjunct Faculty, Adams State College Extended Studies, Social and Cultural Influences on Education.

SUMMARY OF EDUCATIONAL BACKGROUND

Degrees: Certificates:

COLORADO STATE UNIVERSITY, Fort Collins, CO AIMS COMMUNITY COLLEGE, Greeley, CO

Doctor of Philosophy, completed May 1985 Early Childhood Education, Director's Certificate Program

Major area of study: Vocational Education Completed May 2017

Specialization: Human Resource Development

Concentration: Career Development UNIVERSITY OF DENVER, Denver, CO

Dissertation Title: Organizational Behavior Educational Leadership, Colorado Superintendent's Credential

Modification in a Supermarket Completed June 1994

UNIVERSITY OF NORTHERN COLORADO, Greeley, CO

Master of Arts, completed August 1977

Major area of study: Educational Administration

Specialization: Secondary Education

Concentration: Guidance and Counseling

UNIVERSITY OF NORTHERN COLORADO, Greeley, CO

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Bachelor of Arts, completed August 1974
Major: Social Science
Minors: Secondary Education, Accounting

BUSINESS/INDUSTRY

Trainer, Steele's Cash Market, Inc., 309 West Mountain Avenue, Fort Collins, Colorado. (June 1983-July, 1985)

SELECTED ACCOMPLISHMENTS

- ▯ Employee training on job efficiency.
- ▯ Employee salesmanship training.
- ▯ Mediated labor disputes.
- ▯ Designed Behaviorally Anchored Rating Scale.
- ▯ Master Journeyman Meat cutter (17 years' experience)

UNITED STATES ARMY (July, 1968-June, 1970)

SELECTED ACCOMPLISHMENTS

- ▯ E-6 (Staff Sergeant) at discharge.
- ▯ Member of Enlisted Men's Board, 7th Army.

PROFESSIONAL/COMMUNITY SERVICE

- ▯ Member, Elks, Denver Lodge #17, six years as a member.
- ▯ Member, Trinidad Chamber of Commerce, Trinidad Hispanic Chamber of Commerce, Trinidad Rotary and Trinidad Kiwanis, Summer, 2003 to 2006.
- ▯ Board President, Partners, Inc. of Huerfano and Las Animas Counties 2003-2006.
- ▯ Elected to the Executive Committee of Superintendents Advisory Council for South Central BOCES, Pueblo, CO.
- ▯ Member, Limon Chamber of Commerce, Limon Community Development Association, Limon Rotary and Limon Lions Clubs, Fall, 1998 to Summer 2003.
- ▯ Executive Committee Member, North Central Tech Prep Consortium, Adams County, 1993-1997.
- ▯ Elected, Professional Administrative Exempt Staff Council, Division of Student Affairs Representative, University of Northern Colorado, 1988-1990.
- ▯ Mayoral appointment to Windsor Housing Authority, five year term beginning July, 1988.
- ▯ Board Member, Sunrise Community Health Center, Greeley, Colorado. Finance and Audit Committee Chairperson (1986-1988), elected Board Chairman 1988-1990.
- ▯ Elected, Our Lady of the Valley Parish Council, Windsor, Colorado. Term, 1984-87, Council President, 1987.
- ▯ Appointed to LISTEN Foundation (goal: provide Auditory-Verbal Speech Therapy to children who are deaf and or are hard of hearing) Board of Directors 2002-2003.
- ▯ Active member of St Augustine's Catholic Church, Brighton, Colorado 2016-present.

SPECIAL HONORS

- ▯ Selected to be one of eight superintendents in Colorado to meet with Commissioner Moloney and selected members of his staff to share successes and concerns regarding progress being made in student achievement (2005).
- ▯ Selected "International Who's Who of Professionals" in 2001.
- ▯ Selected, "Who's Who in Colorado in 1991
- ▯ Hispanic Heritage Week Honoree, Office of Educational Equity, Colorado Department of Education, Denver, Colorado, September, 1987.
- ▯ Selected to receive, "Outstanding Administrative Support Award," Colorado State FHA/HERO Executive Advisory Council, School Years, 1979-80, 1981-82, 1982-83.
- ▯ Selected, "Outstanding Leaders in Secondary Education", 1976.
- ▯ Selected, "Who's Who in American Colleges and Universities", 1973-74.
- ▯ Elected, University of Northern Colorado Student Congress, 1972-73.

JOE Milan

Education

Ph.D. International Relations, 1997, Summa Cum Laude

University of Miami, Coral Gables, Florida

Emphasis: Theory, Security and Conflict, Inter-American Studies

M.A. Communication, 1993, Summa Cum Laude

University of New Mexico, Albuquerque, New Mexico

Emphasis: Intercultural Communication

B.A. Spanish and Communication (Dual Major), 1991, Magna Cum Laude

University of Northern Colorado, Greeley, Colorado

Emphases: Spanish and Human Communication

A.R.M. Risk Management, 2004

The Institute, Malverne, Pennsylvania

Professional Experience, Academic

Instructor / Facilitator

The Risk Management Society (RIMS)

2009 - Present

Teaching courses in English and Spanish throughout the Americas and Middle East

- Enterprise-Wide Risk Management: Developing and Implementing
- Accelerating ERM Theory into Practice
- Integrating Enterprise Risk Management and Strategic Planning
- Techniques of Risk Management
- Alternative Risk Financing Techniques
- Business Continuity
- Developing a Captive Insurance Company
- Developing a Risk Management Program

Adjunct Professor

Business School, University of Colorado Denver

September 2012 - present

Teaching undergraduate and graduate

- Practical Enterprise Risk Management

Joseph A. Milan, Ph.D., ARM

PO Box 1022 ERIE, CO 80516 joseph@jamilan.com
WORK +1.303.284.7421

Adjunct Professor

Speech Communication Department, Metropolitan State College of Denver
January 1998 – May 2001

Taught advanced undergraduate

- Intercultural Communication
- Small Group Communication
- Business and Professional Speaking

Adjunct Faculty

Speech Communication Department, Community College of Aurora
2000

Taught undergraduate courses in

- Public Speaking

Research Associate

RMC Research Corporation
September 1999 – March 2000

- Worked on Title I and Bilingual Education Research teams
- Trained teachers in underperforming school districts throughout the Southwest

Research Assistant

Assistant Dean's Office, Graduate School of International Studies, University of Miami.
August 1995 – May 1996

- Produced the departmental homepage.
- Established alumni relations program by maintaining database and publishing newsletter.

Research Associate

Department of Communication and Journalism, University of New Mexico.
1994

- Worked on a team to assess the effects of Victim Impact Panels sponsored by Mothers Against Drunk Driving on offenders.
- Worked on team to assess the effectiveness of HIV/AIDS prevention programs in San Francisco, California.

Instructor

Department of Communication and Journalism, University of New Mexico.
1994

Taught advanced undergraduate

- Intercultural, Interpersonal, and Nonverbal Communication
- Public Speaking

Instructor

Department of Spanish and Portuguese, University of Colorado Boulder.
August 1991 – May 1992

Taught undergraduate

- Spanish

Joseph A. Milan, Ph.D., ARM Page 2 of 9

Professional Experience, Non-Academic

JA Milan and Associates, LLC, Denver, CO

Established 2009. Private.

Principal, 2009 – present

- Enterprise Risk Management (ERM) consulting.
- ERM Training and Professional Development.
- Quantitative analysis and data driven development of value added solutions for clients.
- Traditional risk management for commercial real estate clients with an emphasis on

multifamily properties.

- Organizational Development and Training.

UDR, Inc., Denver, CO

IPO 1972, Publicly Traded. One of the largest owner operators of multifamily housing in the United States.

Vice President and Chief Risk Officer, 2006 - 2008

Manage staff of 5 with operating budget of \$1.2 M. Responsible for implementation and management of Enterprise Risk Management and traditional risk management functions within a large self-insured environment. Report to CFO with 2 direct reports.

- Successful implementation of ERM through data collection and analysis, collaboration with all major business units, aggregation of results and reporting to audit committee and board of directors on risk mitigation strategies.
- Reduced cost of risk transfer across all lines of coverage in 2007 by \$2.7 M through program restructuring / enhancements and marketing relationships.
- Successfully implemented mandatory renters' insurance across 29,000 apartment homes with risk transfer benefit of \$3 M annually.
- Consolidated departmental staff in Denver HQ with overhead expense reduction of 20%.

AIMCO Assurance Limited, Hamilton, Bermuda

Wholly owned by AIMCO as a subsidiary captive insurance company domiciled in Hamilton, Bermuda established in 1997.

Senior Vice President, 2004 - 2006.

- Reduced corporate deductible costs by \$725 K by applying alternative risk transfer skills to reduce exposures to such perils as floods and employee dishonesty.
- Reduced cost structure 30% by evaluating competitiveness of captive manager and audit firm and contract negotiation.
- Ensured compliance with tax and accounting regulations.

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Apartment Investment and Management Company, Denver, CO.

IPO in 1994, Publicly Traded. Largest owner operator of multifamily housing in the United States.

Vice - President and Risk Manager, 2003 - 2006

Manage staff of 22 with operating budget of \$7.5 M. Responsible for all risk management functions including managing a captive insurance company, negotiating, purchasing, and monitoring of all insurance, assessing and quantifying risk exposures, reviewing and participating in all safety programs, and claims management oversight. Report to CFO and General Counsel with 5 direct reports.

- Saved \$6 M (20%) on property insurance in 2004 by leveraging global relationships with underwriters.
- Spearheaded the implementation of an enterprise wide Risk Management Information System (RMIS) resulting in a centralized data center for warehousing, claim management, and predictive modeling.
- Cut overhead expenses related to liability and property claim management \$600 K (56%) by in-sourcing positions.
- Saved \$1 M annually from 2004 to 2006 as a result of migrating from the Workers' Compensation System in Texas to an ERISA welfare benefit plan structure.
- Established integrated business charter with human resources to reduce self-insured health costs by \$2 M (30%) while increasing benefit choices for employees through high-deductible health plans and voluntary benefits.

Director of Insurance Operations, 2002 - 2003

- Pioneered development of internal premium allocation algorithms resulting in more accurate pricing of insurance that helped reduce total cost of risk.
- Saved \$3 M (30%) on general liability insurance by developing self-insured alternatives.
- Obtained regulatory approval from Housing and Urban Development (HUD) for

utilization of self-insured structures for subsidized housing portfolio.

- › Established a team of 16 in-sourced risk and legal professionals to transform the department from a risk financing department to an insurance company infrastructure.

Senior Risk Analyst, 2001 - 2002

- › Assisted in negotiation and placement of all lines of insurance coverage.
- › Developed proprietary databases for underwriting information, loss history, and premium allocation.
- › Tracked department's contribution to profit through cash flow modeling.

Risk Analyst, 1997 - 2001

- › Managed two other employees.
- › Implemented billing, accounting, and cost allocation procedures.
- › Administered data management and transfer for underwriting and loss histories.

Database Administrator, 1996 - 1997

- › Developed custom applications with Visual Basic programming.
- › Developed and maintained insurance underwriting and SEC databases.

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Miami Dade College, Miami, Florida

Largest institution of higher education in the United States. 174,000 students and 8 campuses.

Assistant Coordinator, Office of the President, 1994 - 1995

- › Assisted hosting of the Women's Hemispheric Conference, one of three official pre-Summit of the Americas events.
- › Interviewed prospective delegates and participants.
- › Planned, administered, and executed conference logistics.

University of Northern Colorado, Greeley, Colorado

Public University, founded in 1889, Undergraduate and Graduate Programs in Liberal Arts, 12,000 students

Recruitment and Retention Coordinator, 1989 - 1991

- › Researched and evaluated effectiveness of programs.
- › Managed four employees and facilitated youth leadership conferences.

Awards and Service

Scholarships

- › Graduate School of International Studies tuition scholarship, University of Miami, 1995-1997
- › Southwest Hispanic Research Institute Master's Fellowship, University of New Mexico, 1993
- › University of Colorado Doctoral Fellowship, 1991
- › Lulu Laiken Scholarship, Department of Hispanic Studies, UNC, 1990
- › The Candelaria Association Scholarship, UNC, 1990
- › Central Banks Scholarship, UNC, 1989
- › Lawson Companies Scholarship, UNC, 1989

Academic

- › Award of Academic Merit, University of Miami, 1997
- › Phi Kappa Phi Honor Society, University of New Mexico, 1994
- › Departmental Scholar: Communication & Hispanic Studies, University of Northern Colorado, 1988, 1989, 1990, 1991
- › Award of Scholastic Excellence, Speech Communication, UNC, 1991
- › Who's Who Among Students in American Colleges and Universities, UNC, 1991.
- › Dean's List of Academic Distinction, UNC, 1988, 1989, 1990, 1991
- › Research Award. Hispanic Cultural Center, UNC, 1990

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Leadership

- › Graduation Commencement Speaker, University of New Mexico, 1993
- › President's Prize for Leadership, UNC, 1991
- › President of the Organization of Hispanic Students, UNC 1990-91

Volunteer

- Angevine Middle School, Boulder Valley School District, School Accountability Committee, 2011- present
- Escuela Bilingue Pioneer, Boulder Valley School District, 2005 - present
- Member, International Cross-Cultural Network of Aurora (ICCNA) 1998 - 2002
- Member, Denver Museum of Natural History Field Trip/Excursion Committee 2000 - 2001
- Published Departmental Graduate Student Newsletter, University of Miami, 1995-96
- Contributing Editor, *The Occasional Paper Series of the Mexican Student Association*, University of Miami, 1994
- Managed Spanish Language Victim's Impact Panels for Mothers Against Drunk Driving, Albuquerque, 1993
- Certificate of Appreciation for Devoted and Invaluable Voluntary Service, Hispanic Cultural Center, UNC, 1991
- Certificate of Appreciation and Recognition for Service to the Colorado Association of Financial Aid Administrators, UNC, 1990

Professional Research

Dissertation

Strategies for Effective International Environmental Conflict Resolution: The Case of the Lower Colorado River Basin.

- A test of international relations theory and an assessment of effective conflict management over fresh water in the lower Colorado River basin.

Thesis

The Influence of Code-Choice on Relational Themes and Character Ethos in the Bicultural Spanish-English Environment of New Mexico.

- A multi-method assessment of interpersonal perceptions between Anglos and Hispanics in situations where Anglos speak Spanish.
- Passed with distinction.

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Invited Papers

Milan, J.A., Dehart, N., Dillon, D.J., Wilson, C.A., Dickerson, H. (2011). *Improving Underwriting Profit through Enhanced Understanding of Apartment Home Resident Risk: Multifamily Resident Quality and Resident-Caused Damage*. Proprietary Paper commissioned by CoreLogic SafeRent. Rockville, Maryland.

Milan, J.A., Dehart, N., Dillon, D.J., Wilson, C.A., Dickerson, H. (2010). *Adding Value Through Comprehensive Resident Risk Management: Multifamily Resident Credit Quality and Resident-Caused Damage*. Proprietary Paper commissioned by CoreLogic SafeRent. Rockville, Maryland.

Book Chapter

Rogers, E. M., Woodall, W. G., Rao, N., May, P.A., Polascek, M., and Milan, J. A. (1995). "Prevention of Drunk Driving by the Victim Impact Panels of Mothers Against Drunk Driving." In J. Onuf, L. Donohue, and J. Applegate (Eds.) *Health Promotion and Disease Prevention*. Lawrence Erlbaum and Associates.

Article

Bugalla, J., Narvaez, K., Kallman, J., and Milan, J. A. (2012). "Bottom-Up is Bad for Risk Management." *Risk & Compliance*. CFO.com.

Conference Papers and Presentations

Milan, J.A. (2012, April) *Integración de la Administración Integral de Riesgo y La Planificación Estratégica. Autoridad del Canal de Panamá: Módulo 12 - PLEC, Riesgos y su*

Mitigación. Panamá, Panamá.

Milan, J.A. (2012, May) *Seven Practical Rules for Successful Implementation of ERM*. 2nd Annual Enterprise Risk Management MENA Conference, 2012. Aligning Risk Management With Strategy. Dubai, United Arab Emirates.

Milan, J.A. (2012, October) *Administración Integral de Riesgo (ERM) y la Creación del Valor Empresarial*. Segundo Seminario de Seguridad Avanzada para el Futuro Empresarial

Patrocinado por la Organización Nacional de Empresas Comerciales, Inc. (ONEC)
Santo Domingo, República Dominicana.

Milan, J.A. (2011, September) *Nuevas Tendencias en la Administración Integral de Riesgo en la Gestión Empresarial - Enterprise Risk Management*. Orador principal en el congreso de "Administración Integral de Riesgo en la Gestión Empresarial." Santo Domingo, República Dominicana.

Milan, J.A. (2011, April) *What's Missing From Your Toolbox? - Business Skills for the Safety Professional: Enterprise Risk Management for the Safety Professional*. Presentation at the ASSE Colorado Chapter Conference. Denver, Colorado.

Milan, J.A., Champion, L. (2010, November) *Enterprise Risk Management: Trend or Here to Stay?* Presentation at the NMHC Property and Risk Management Conference, Dallas, Texas.

Milan, J.A. (2010, July) *Enterprise-Wide Risk Management*. Workshop facilitated at the Joseph A. Milan, Ph.D., ARM Page 7 of 9
Denver Chapter of the Risk Management Society. Denver, CO.

Milan, J.A. (2010, June) *Emergency Communications: Best Practices on How To Plan For and Manage a Disaster*. Session moderated at the 2010 National Apartment Association Conference. New Orleans, Louisiana.

Milan, J.A., Moselle, E. (2009, November) *Predictive Modeling and Data Management: Turn Information into Knowledge to Make Advanced Risk Informed Decisions*. Presentation at the NMHC Property and Risk management Conference, Phoenix, AZ.

Milan, J.A. (2008, November) *Turns on the Flywheel: Maintaining ERM Momentum*. Presentation at the 2008 RIMS Enterprise Risk Management Summit. Atlanta, Georgia.

Milan, J.A., Upshaw, S. (2008, November) *Enterprise Risk Management*. Presentation at the NMHC Property and Risk Management Conference, Atlanta, Georgia.

Upshaw, S., Milan, J.A. (2008, July) *Enterprise Risk Management*. Half Day Workshop facilitated at the 10th Annual NMHC Executive Leadership Conference. Chapel Hill, NC

Milan, J.A. (2007, November) *Property Insurance Market Conditions*. Presentation at the NMHC Property and Risk Management Conference, Dallas, Texas.

Milan, J.A. (2007, November) *Disaster Preparedness: Pandemic Influenza*. Presentation and Table Top Exercise at the NMHC Property and Risk Management Conference, Dallas, Texas.

Milan, J.A. (2007, October) *Enterprise Risk Management*. Presentation at the Marsh Global Risk Conference. Chicago, Illinois.

Milan, J.A. (2007, June) *Enterprise Risk Management*. Presentation at the REALpac Annual Senior Financial Officers Retreat. New York, New York.

Milan, J.A., Figlio, R. (2007, March) *Practical Applications of Predictive Modeling in the Self-Insured Workers' Compensation Context*. Presentation at the World Research Group Conference on Predictive Modeling in Workers' Compensation. Las Vegas, Nevada

Milan, J.A. (2006, October) *Taking Non Subscription Beyond Texas*. Presentation at the Annual Conference on Texas Non Subscription. Dallas, Texas.

Milan, J.A. (2006, September) *Property Insurance: Managing the Crisis*. Multi-Housing World Conference 2006. Chicago, Illinois.

Milan, J.A. (2006, March) *Practical Applications of Predictive Modeling in the Self-Insured Workers' Compensation Context*. Presentation at the 3rd Annual Predictive Modeling Implementation for Workers Compensation. Chicago, IL.

Milan, J.A. (1998, September) *Dimensions of International Environmental Conflict: Potentials for Prevention and Management in Latin America*. Paper Presented at the Latin American Studies Association, XXI International Congress. Chicago, Illinois.

Milan, J.A. (1996, September) *Transformations in Water Management by the Quechan Nation as a Result of Mexican and Anglo Conquest*. Paper presented at the California State University, Northridge conference on Southern California Before 1900: Landscape, Climate, and Ecology. Northridge, California.

Milan, J. A. (1995, April). *Cross-cultural Training in Multinational Corporations: A Look at*

Latin America. Paper presented at the annual Eastern Michigan University conference on Languages and Communication for World Business and the Professions. Ypsilanti, Michigan.

Rogers, E. M., Woodall, W. G., Rao, N., Polascek, M., and Milan, J. A. (1994, April). *Effective public health campaigns: Prevention of drunk driving by the victim impact panels of mothers against drunk driving*. Paper presented at the annual Kentucky Conference on Health Communication. Lexington, Kentucky.

Milan, J.A. (1994, February). *Cultural implications for the development of a subjective vitality questionnaire for the Mexican-American community*. Paper presented at the Annual Intercultural and International Communication Conference. Miami, FL.

Milan, J. A. (1993, February). *Code-switching and discourse analysis in the Mexican-American environment*. Paper presented at the annual Intercultural and International Communication Conference. Miami, FL.

Milan, J. A. (1991, April). *Intercultural communication in successful multi-national organizations*. Paper presented at the annual conference of the Colorado Speech Communication Association. Colorado Springs, CO.

Professional Associations

- Risk Management Society (RIMS)
- Asociación Latinoamericana de Administradores de Riesgos y Seguros (ALARYS)
- National Multi-Housing Council (NMHC)
- National Apartment Association (NAA)
- National Association of Real Estate Investment Trusts (NAREIT)

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Management Partner Proposal

A. Del Castillo, Ramon R.
Chicana/o Studies
[delcastr-1.jpg](#)

B. Full Professor

C. Education

PhD, Public Administration, University of Colorado at Denver, Denver, CO. (1999).

I have a Master's Degree in Public Administration from UCD., Public Administration, University of Colorado at Denver, Denver, CO. (1995).

I have a Master's Degree in Social Sciences from UCD., Social Science, University of Colorado at Denver, Denver, CO. (1983).

BA, Sociology and Mexican American Studies, University of Northern Colorado, Greeley, CO. (1976).

D. Licensures and Certifications

Certified Diversity Trainer, Colorado State Division of Alcohol and Drug Abuse. (July 1995 - January 2008).

E. Employment

Full Professor, Metropolitan State University of Denver. (August 2013 - Present).

Chair & Associate Professor of Chicana/o Studies Department, Metropolitan State University of Denver. (August 2007 - July 2013).

Coordinator/Learning Communities Program, Metropolitan State College of Denver. (August 2006 - June 2007).

Associate Professor of Chicana/o Studies, Metropolitan State College of Denver. (August 2006 - Spring 2007).

Adjunct Faculty of Sociology and Chicano/a Studies, Metropolitan State College of Denver. (1984 - 2006).

Associate Professor & Chair, Regis University, School of Professional Studies: Masters in Nonprofit Management Program. (September 1999 - May 2006).

Affiliate Faculty, Mentor/Coach, Regis University, Masters in Nonprofit Management Program, School of Professional Studies. (November 2001 - August 2002).

Head Start Program Curriculum Coordinator, Director, Rocky Mountain SER Denver Free to Grow. (September 1998 - October 2001).

Consultant/Assistant to the CEO, Director of PODER project: The Annie E. Casey "Rebuilding Communities Initiative", NEWSED Economic Development Corporation. (January 1994 - August 1998).

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Coordinator/Hispanic Education Advisory Council, Denver Public Schools, Department of Community Affairs. (September 1992 - June 1995).

Division Director of Special Populations Services, Mental Health Corporation of Denver. (March 1989 - September 1992).

Adjunct Faculty: Hispanic Studies Program, Saint Thomas Theological Seminary. (1987 - 1991).

Adjunct Faculty: Health and Human Services Department, Community College of Denver. (1988 - 1990).

Adjunct Faculty in Social Psychology Department, Park College. (1985 - 1989).

Director/Geriatric Outreach Program and Psychiatric Specialty Clinic: Centro de las Familias, Southwest Denver Community Mental Health Services, Inc. (October 1980 - March 1989).

Administrator/Counselor, Alcohol Recovery and Rehabilitation Center. (1979 - 1980).

Therapist, Weld County Mental Health/Weld County Health Departments. (1976 - 1980).

Adjunct Faculty: The Mexican American Studies/Psychology Departments, Aims Community College. (1977 - 1979).

F. Scholarship, creative activities

1. Publications

a. Books, Book Chapters, Book Reviews

Del Castillo, R. (2011). Institutionalizing Curanderismo into Colorado's Community Mental Health System, Enduring Legacies: Colorado Ethnic Histories and Cultures... University of Colorado Press.

Del Castillo, R. (2011). Institutionalizing Curanderismo into a Mainstream Healing System: Boundary Spanners and Innovation in Action.. In Benavides, Carlson, & Midobuche (Ed.),.

b. Refereed Publications

Del Castillo, R. (2018). Kansas Fast Pitch Softball a la Chicanada.. Arcadia ... , Publishing.

Del Castillo, R. (2016). Cultural Rituals: Healing from an Indigenous Perspective. *High Plains Society for Applied Anthropology*, 35(2), 40-45.

Del Castillo, R. (2016). The despedida for Diana Velazquez. In Stephen O. Stewart (Ed.), (2nd ed., vol. 35, pp. 46-48). Denver, Colorado: Commentaries. www.hpsfaa.org

Del Castillo, R., Grady-Willis, W., Jensen, C. A. (2012). Denver Great Kids (Head Start) Cultural Competence Training Film..

Del Castillo, R., Wycoff, A. C., Cantu, S. A. (2012). Curanderismo as Decolonization Therapy: The Acceptance of Mestizaje as a Remedio.. San José, CA: San José State University, SJSU ScholarWorks. scholarworks.sjsu.edu/naccs/2012/Proceedings/7/

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Del Castillo, R., Wycoff, A. C. (2010). The Role of Chicana/o Studies in Advancing Hispanic Serving Institutions: A pragmatic approach combining pedagogy y la práctica. In Dr. Devon Peña (Ed.), San José, CA: San José State University, SJSU ScholarWorks. scholarworks.sjsu.edu/naccs/2010/Proceedings/7/

Del Castillo, R., (2009). "Weeping Pens," "Human Rights," "Sterile Litanies,". *Yellow Medicine Review: A Journal of Indigenous Literature, Art and Thought*.

Del Castillo, R. (2002). "My Journey to Michoacan," Flowers from the Same Garden" in Cantos Al Sexto Sol: An Anthology of Aztlanahuac Writing.. In Cecilio Garcia-Camarillo, Roberto Gonzales, and Patrisia Gonzales (Ed.),. San Antonio, TX: Wings Press.

Del Castillo, R. (1998). "The Life History of Diana Velazquez: La Curandera Total", in Hispano Life and History in Colorado.. Denver, CO: The Colorado Historical Society.

c. Invited Publications

Del Castillo, R. (2017). Human Rights. In Judy Wilson, Mary Ellen Daniloff-Merrill (Ed.), (pp. p. 80). Marshall, MN: McNaughton and Gunn Publishers Inc..
www.yellowmedicininterviewstore.com

d. "In Press" or "Under Review"

Del Castillo, R. (2019). Primos Hermanos (First Cousins)..

Del Castillo, R. (2018). Cinco de Mayo Poem.. Denver, Colorado: no.

Del Castillo, R. (2018). Poetry and Picture/s. In Dr. Richard A. Santillan, Gregory Garrett, Joseph Thompson, Mikaela Selley, Willigam Lange (Ed.), (pp. 1). Charleston, South Carolina: Arcadeia Publications.

e. Non-Refereed Publications

Del Castillo, R. (2012). Public Commentaries. *El Semanario: The Weekly Issue*.

Del Castillo, R. (2009). Return of the Corn Mothers.. Colorado Folk Arts & Colorado Endowment for the Humanities.

Del Castillo, R., Zalenski, J. (2008). "Is Your Organization Culturally Competent?". (vol. 26). Society of Nonprofit Organizations: Canton, MI: Nonprofit World.

Del Castillo, R. (2002). Tales from a Michoacano.. Denver, CO: Clicks: Auraria Graphics Inc..

Del Castillo, R. (1995). When the Owl Can't See at Night.. Denver, CO: Denver School Publications.

Del Castillo, R. (1994). From the Corazon of a Bato Loco!.. Denver, CO: RSVP Publishing Co..

Del Castillo, R. (1991). Confluencia: Revista Hispanica de Cultura Y Literatura..

Del Castillo, R. (1988). Broken Concrete.. Oakland, CA: Unity Publications.

1. Presentations and Exhibits

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a. Refereed

Theatre - Perform, The Case for Passing the Dream Act: Honest Sancho's Robot Shop in Combination with 'King Crack' and Poetry: 'When an Immigrant Dies', Teatro de los Invisibles, Fifteenth Annual International Pedagogy & Theatre of the Oppressed Conference, "Mad as Hell? now Move (or Draw, or Act...): Organizing for Social Justice, Minneapolis, MN, USA, Wycoff, Adriann C (Performer), Del Castillo, Ramon (Performer), Hudson, Derrick K (Performer), Vita, Ietef H (Performer), Leadon, Neambé (Performer), Academic, International, Accepted. (May 22, 2009).

Wycoff, A. C., Del Castillo, R., Latinx Studies Now: DC 2018 +, "The Role of Chicana/o Studies in Advancing Hispanic Serving Institutions: A Pragmatic Approach Combining Pedagogy and La Práctica," Latino Studies Association, Washington D.C. (July 14, 2018).

Del Castillo, R., Wycoff, A. C., IUPLR Sixth Biennial Siglo XXI Conference: Mapping Latino Research, "Emancipatory Literacy, The Power of the Written Word: Reclaiming the Right to Manipulate Symbols," Inter-University Program for Latino Research, San Antonio, Texas. (May 18, 2017).

Del Castillo, R., 7th Annual High Plains Society for Applied Anthropology Spring Conference. Social Movements: Ethics, Advocacy, and Activism in a Contemporary Society, "Population Growth and the Future of Black America and Latinas/os: A Case Example of Activism in Denver," High Plains Society for Applied Anthropology, Denver, Colorado. (April 27, 2017).

Del Castillo, R., 34th Annual Black World Conference, "Population Growth and the Future of Black America and Latinas/os," Africana Studies Department, MSU Denver. (February 16, 2017).

Del Castillo, R., High Plains Society for Applied Anthropology 2016 Spring Conference, "Poetry from the Father of the Rappers," High Plains Anthropological Society, MSU Denver. (April 22, 2016).

Wycoff, A. C., Del Castillo, R., High Plains Society for Applied Anthropology 2016 Spring Conference, "The Rebirth of Floricanto: Building a Culture of Resistance through Oppositional Consciousness," High Plains Society for Applied Anthropology, Denver, Colorado. (April 22, 2016).

Wycoff, A. C., Del Castillo, R., Russo, A., NACCS 43 - ¡Chicana/o Power! Transforming Chicana/o Activism, Discourse and Scholarship into Power, "Roundtable: The Role of Identity-Based Disciplines in Higher Education," National Association for Chicana and Chicano Studies, Denver, Colorado. (April 9, 2016).

Wycoff, A. C., Del Castillo, R., NACCS 43 - ¡Chicana/o Power! Transforming Chicana/o Activism, Discourse and Scholarship into Power, "Emancipatory Literacy the Power of the Written Word: Reclaiming the Right to Manipulate Symbols," National Association for Chicana and Chicano Studies, Denver, Colorado. (April 7, 2016).

Del Castillo, R., High Plains Society for Applied Anthropology Spring Annual Conference, "Embedding Curanderismo and Cultural Rituals into a Mainstream Healing System: Boundary Spanners and Innovation in Action," High Plains Society for Applied Anthropology, Denver, Colorado: Auraria Campus. (April 24, 2015).

Del Castillo, R. (Presenter), C. B. (Presenter), M. L. (Presenter), Who's Sitting Next to You: Diversity Unmasked, "Inclusive Excellence as the Cornerstone of a Liberal Education:

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Creating a Framework for Race-Conscious and Equity Minded Practice," MSU Denver, Auraria Campus. (April 10, 2015).

MacDonald, L. E. (Author & Presenter), Coble, B. A. (Author & Presenter), Del Castillo, R. (Author & Presenter), Golich, V. (Author & Presenter), Debbie, H. (Author & Presenter), American Association of Colleges and Universities, "Inclusive Excellence as the Cornerstone of a Liberal Education: Creating a framework for race-conscious and equity-minded practice at your institution," Washington, DC. (January 23, 2015).

Del Castillo, R. (Author & Presenter), LASA 2014 International Congress of Latin American Studies Association (LASA), "The Rebirth of Floricanto: Building a Culture of Resistance through Oppositional Consciousness," LASA, Chicago, IL. (May 23, 2014).

Wycoff, A. C. (Author & Presenter), Del Castillo, R. (Author & Presenter), XXXII International Congress of the Latin American Studies Association: LASA 2014 Democracy & Memory, "The Rebirth of Floricanto: Building a Culture of Resistance through Oppositional Consciousness," Latin American Studies Association, Chicago, Illinois. (May 23, 2014).

MacDonald, L. E. (Author & Presenter), Del Castillo, R., MSU Denver Teacher-Scholar Forum, "Equity in Excellence: Race-Conscious Practice in the Classroom," MSU Denver Center for Faculty Development, Denver, CO. (March 14, 2014).

Wycoff, A. C. (Author & Presenter), Del Castillo, R. (Author), The National Association for Chicana and Chicano Studies 40th Annual Conference, "Advancing from Sea to Shining ¡Sí! Learning from Our Past, Defending Our Rights in the 21st Century ", "The Rebirth of Floricanto: Building a Culture of Resistance through Oppositional Consciousness," National Association for Chicana and Chicano Studies, San Antonio, TX. (March 22, 2013).

Wycoff, A. C., Del Castillo, R., Nieto, A. P., Higher Education Diversity Summit 2012: Increasing Understanding of and Appreciation for Multiple World Views, "To Ban or Not to Ban," Metropolitan State College of Denver, Community College of Denver and University of Colorado - Denver, Denver, CO. (April 11, 2012).

Wycoff, A. C., Del Castillo, R. (Author & Presenter), Cantu, S. A. (Author & Presenter), The National Association for Chicana and Chicano Studies 39th Annual Conference, "NACCS @ 40: Celebrating Scholarship and Activism", "Decolonization Therapy: The Rebirth of Mestizaje as a Remedio for Healing," The National Association for Chicana and Chicano Studies, Chicago, Illinois. (March 17, 2012).

Wycoff, A. C. (Author & Presenter), Del Castillo, R. (Author & Presenter), Ethnic Studies Under Attack, "Journey Through Our Heritage," Colorado State University Students of Ethnic Studies Raising Voices of Empowerment (SERVE), Fort Collins, CO. (April 2011).

Del Castillo, R., National Association of Chicana/o Studies Presentation, "Crossing Borders: Journey Through Our Heritage," NACCS, Pasadena, CA. (April 2011).

Wycoff, A. C. (Author & Presenter), Del Castillo, R. (Author & Presenter), F. R. (Author & Presenter), G. K. (Panelist), L. M. (Panelist), The National Association for Chicana and Chicano Studies 38th Annual Conference Sites of Education for Social Justice, "Crossing Borders: Journey Through Our Heritage," National Association for Chicana and Chicano Studies, Pasadena, CA. (March 2011).

Del Castillo, R., International Chicano Literature Conference, "The Rebirth of Floricanto: Poetjazz, creating a culture of resistance," University of Leon, Leon, Spain. (May 2010).

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Management Partner Proposal

- Wycoff, A. C. (Author), Del Castillo, R. (Author & Presenter), Nieto, A. P. (Presenter), The National Association for Chicana and Chicano Studies 37th Annual Conference, "Environmental Justice Struggles for a Post-Neoliberal Age", "The Role of Chicana/o Studies in Advancing Hispanic Serving Institutions: A pragmatic approach combining pedagogy y la practica," The National Association for Chicana and Chicano Studies, Seattle, WA. (April 2010).
- Wycoff, A. C. (Author & Presenter), Del Castillo, R. (Author & Presenter), The Inter-University Program for Latino Research Third Biennial Conference, "IUPLR Siglo XXI: The State of Latino Studies" Session 22: Pedagogies of Community Engagement, "The Role of Chicana/o Studies in Advancing Hispanic Serving Institutions: A pragmatic approach combining pedagogy y la practica," The Inter-University Program for Latino Research, Chicago, IL. (September 2009).
- Del Castillo, R. (Presenter), "The Role of Chicana/o Studies in Advancing Hispanic Serving Institutions: A pragmatic approach combining pedagogy y la practica. Siglo XXI: The State of Latino Studies," The University of Illinois at Chicago, Chicago, IL. (September 25, 2009).
- Del Castillo, R. (Presenter), Wise Women of the South West: Return of the Corn Mothers Symposium, "Wise Women of the South West: Return of the Corn Mothers Symposium," Colorado Arts and Humanities Council, MSCD, Denver, CO. (April 16, 2009).
- Del Castillo, R. (Presenter), The Veterans of Hope Project, "The Welcome Table: Food, Culture and Community Building," Iliff School of Theology, Denver, CO. (July 2008).
- Del Castillo, R. (Presenter), Western Social Science Association 50th Annual Conference, "Mental Health and Curandersimo: Indigenous Healing in Action.," Chicano Studies/Land Grant Section, Denver, CO. (April 2008).
- Del Castillo, R. (Presenter), Western Social Science Association 50th Annual Conference: Chicano Studies/Land Grant Section, "The Rebirth of Floricanto: Creating a culture of resistance," Chicano Studies/Land Grant Section, Denver, CO. (April 2008).
- Del Castillo, R. (Presenter), The Byron & Christine Johnson Lecture/Discussion Series: 2008 Theme: History, Heritage, & Hope, "Fallen Heroes: Old and New Legacies: Assessing the Struggles of the Chicano Movement in the Struggle for Civil Rights.," Denver, CO. (March 15, 2008).
- Del Castillo, R. (Presenter), 2007 American Psychological Association Annual Convention, "Culturally Relevant Therapy and Mental Health Services: A Social Justice Response.," American Psychological Association, San Francisco, CA. (August 2007).
- Del Castillo, R. (Presenter), Hispanics in the Southwest: Immigration, Education, Health and Public Policy Conference, "Institutionalizing Curandersimo into a Mainstream Mental Health System: Boundary Spanners and Innovation in Action.," Texas Tech University, Lubbock, TX. (April 2007).

Adams 14 School District
Management Partner Proposal

A. Steve W. DelCastillo, Ph.D.

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Littleton, CO 80123

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Educational Background

Doctor of Philosophy (Ph.D.)

- University of Colorado, 1983.
- Major: Educational Administration and Economics
- Minor: Public Administration
- Dissertation: The Analysis of the Efficiency and Equity Variables of the Colorado School Finance Act of 1973: Using Social Science Research in Educational Reform.

Master of Arts (M.A.); University of Northern Colorado, 1974. Major: Education, emphasis in educational psychology.

Bachelor of Arts (B.A.); Wichita State University, 1970. Major: History; Minor: Mathematics.

Proficient in English and Spanish languages.

Professional Employment Experience

July 2017 to Present

Director (.5 FTE)

Office of Community Engagement

College of Liberal Arts & Sciences

University of Colorado Denver

1200 Larimer

Denver CO 80204

- Develop partnerships with Colorado rural communities to focus on economic, social, health & educational issues
- Facilitating the development of relevant educational programs with CU Denver faculty and staff

Managing Partner/President (June 2010 to present)

Multicultural Leadership Center, LLC

5685 S. Depew Circle

Adams 14 School District
Management Partner Proposal

Littleton CO 80123

- Manage the strategic and tactical operations of the center that focuses on training professionals to lead in diverse organizations and a multicultural world
- Focus on the strategic areas that include the development of the business plan and overall strategic direction of the company. The tactical areas include the design and delivery of training of business, healthcare, educational, and non-profit leaders.
- Provide executive coaching for a Latino Leadership Development program with aspiring Latino leaders
- Provide technical assistance in the roll out of the Affordable Care Act to the Latino community under contract with Adelante con la Salud
- Operating as co-principal investigator on a project with the Mental Health America of Colorado (MHAC) to measure the perceptions about the stigma of mental health and its impact within the African American, Asian/Pacific Islander, Latino, and Native American communities.

Website: www.multiculturalleadershipcenter.com

E-mail: steved@multiculturalleadershipcenter.com

Managing Partner/President (March 2010 to present)

Kingdom Solutions Enterprises, LLC

5685 S. Depew Circle Littleton

Littleton CO 80123

- Manage strategic and tactical operations of a management consulting, training, and research company
- Currently conducting organizational assessments for hospitals, mental health organizations, and non-profit organizations; and evaluation of a community-based mentoring organization
- Research consultant for youth mentoring program; have developed multi-rater system for measuring youth progress
- Completed Projects:
 - 1) Developed and managed the development and delivery of a training of culturally competent trainer project for a rural hospital (Prowers Medical Center: Outcome was the integration of cultural competence into the medical center activities, including the Staff On Boarding program
 - 2) Completed community assessment for Denver Head Start program: Outcome was a comprehensive community assessment used to develop strategic plan.

Retired from Kaiser Permanente: February 2010

October 2004 to Feb 2010 **Director**
Diversity Development Department
Kaiser Permanente-Colorado
2955 South Broadway
Englewood, CO 80110

Adams 14 School District
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- Directed the diversity development strategy focused on eliminating health care disparities among patient groups. The strategy included five components: 1) Culturally Competent Care and Service; 2) Workforce Diversity; 3) Compliance; 4) Community Outreach and Benefits; and 5) Membership Growth. Examples of outcomes to-date include but are not limited to:
 - a) Managed comprehensive regional needs analysis of the perceived importance and effectiveness of cultural competence;
 - b) Managed oversight of staff delivery of training related to a) Culturally Competent Care for the physicians; and b) “Let’s Talk Diversity” for the other providers;
 - c) Acted as Co-Principal Investigator for Health Care Disparities related research: a) *Understanding Depression in Spanish speaking patients*; b) *Measuring the Impact on Diabetes with the Latino Community*;
 - d) Completed a Quality Assurance project related to measuring the impact of intervention project on HgA1c among Latino patients;
 - e) Coordinated with Kaiser Permanente staff associations to work with the internal departments and community organizations. The staff associations include the African American; Latino; Asian/Pacific Islanders; Native American; Persons with Disabilities; and the Kaiser Permanente Pride Association.
 - f) Managed the development a comprehensive organizational initiative to work with Kaiser Permanente clinics to develop a culturally competent region.
- Coordinated the departmental strategy related to Total Quality Management (TQM), including developing process flow charts, analyzing processes, and developing action plans for improving quality. Also, contributed a .1FTE to the organizational TQM effort---provided technical assistance to staff member in her development as a certified TQM specialist.

May, 2003 to
October, 2004

Project Manager
Latino Center of Excellence

Kaiser Permanente-Colorado
2955 South Broadway

Englewood, CO 80110

- Developed and managed a Latino Center of Excellence focused on closing the health care gap for Spanish speaking members: including: 1) developing the business plan; 2) developing and managing measurement systems; 3) collecting and analyzing research and outcome data; 4) developing and managing marketing plan; 5) developing models measuring the returns on investment; 6) coordinating the development of a comprehensive culturally competent health care system.
- Managed a Language and Cultural Resource and Development Institute that 1) provided capability of assessing Spanish language proficiency; 2) assisted physicians and health care staff in developing Spanish language proficiency skills; 3) provided culturally competent training for health care providers; and 4) provided executive coaching to health care executives.

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July 1998 to May, 2003 Director

Office of Research and Collaborative

Program Development

Denver Area Council

Boy Scouts of America

2901 W. 19th Avenue

Denver, CO 80204

- Developed and managed programmatic research and evaluation systems for the various Scouting programs; 2) establishing collaboratives and partnerships with Latino youth serving agencies; 3) organizing and managing the strategic planning process and plan; and 4) conducting leadership development activities, including executive coaching. Examples of outcomes included:
- Developed and managed organizational cultural and climate survey with results used to design organizational development strategy
- Developed and managed evaluation strategy of Scouts and parents, i.e., measuring their perceptions of the impact of the programs.

September 1993 to **Senior Program and Research Associate**

June 1998 **Center for Creative Leadership**

850 Leader Way

Colorado Springs, CO 80906

- Conducted leadership training for senior- level executives from various private and public sector organizations
- Assisted in modifying training curriculum as appropriate, including the redesign of a training program focusing on strategic leadership and executive coaching;
- Developed customized training programs as the opportunities arose
- Conducted research related to cross cultural leadership development
- Developed research and development proposals for submitting to appropriate funding sources
- Managed several customized leadership development programs including a program for members of the National Council of Foundations
- Provided feedback and executive coaching sessions to participants using several psychometric, multirater, and organizational-assessment instruments used in the various CCL programs.

August 1990 to : **Assistant Professor**

September, 1993 **Graduate School of Public Affairs**

University of Colorado at Denver

Adams 14 School District
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Denver, CO 80202

- Taught classes related to public administration and public policy to graduate students, including masters and doctoral level students
- Conducted research related to public administration and public policy
- Acted as faculty co-sponsor for the Latino Graduate Student Association; co-manager of Greenburg-Russo Fellowship and Mentoring program for minority students
- Acted as doctoral dissertation advisor
- Published articles related to Hispanic public policy systems.

August 1987 to August, 1990: Executive Director

The Greeley Dream, Inc.

Greeley, CO 80631

- Provided leadership and management of public/private partnership dealing with the school drop out problem
- Facilitated the development of a community vision related to school dropout prevention
- Developed resources for implementing community initiatives developing funding strategy, including developing grant proposals
- Secured and managed over \$1 million in grant funds.

February 1984 to August 1987: Planner II/Economic Development

Specialist

Governor's Job Training Office

Denver, CO 80204

- Coordinated with local municipalities and counties in the planning and implementation of employment and training services to clients served by the Job Training Partnership Act (JTPA)
- Managed the oversight of contracts with the Service Delivery Areas (SDA)
- On special assignment to the Executive Director of the Departments of Labor and Social Services, developed the model for the first phase of welfare reform through the management of the Colorado Jobs Strategy. This initiative included the oversight and implementation of three pieces of legislation providing training and employment opportunities for welfare recipients.

October 1979 to December 1983: Coordinator of Management Training

School of Education

University of Colorado

Boulder, CO 80309

- Designed, implemented and administered management training programs for various public school and post-secondary educational administrators as part of a federal training grant.

September 1976 to September 1979: Regional Director

InterAmerica Research

Associates

Denver, Colorado

- Managed regional office for national management and training firm, including marketing of firm, management of budget, supervision of staff, and writing of proposals.

August 1973 to August 1976: Coordinator of Minority Education Programs

Weld County School District Six

Greeley, CO 80631

- Coordinated the development of curriculum for for students in the bilingual education, migrant education, and early childhood education programs, coordinated the evaluation of the program; managing the budget for the office.

October 1970 to August 1973: Head Start Director

Waco Finn Headstart

Wichita, Kansas

Weld County Head Start

Greeley, Colorado

- Managed comprehensive child development program, including financial management, staff supervision, and community outreach.

Courses Taught

Adjunct Professor

Minorities in Education; School of Education; Metropolitan State College; Denver, CO.; Fall and Spring, 1984

Minorities in Education; School of Education; University of Northern Colorado; Greeley, CO.; Spring, 1989.

Faculty (Graduate School of Public Affairs; University of Colorado at Denver)

Research and Analytic Methods I: Research Methods; Summer, 1991;

Fall, 1991; and Spring, 1992, Fall, 1992, Spring and Summer, 1993.

Research and Analytic Methods II: Statistics for Public Administration; Fall, 1990; Spring, 1991; Summer, 1991, and Spring, 1992 (Two sections); Fall, 1992, Spring and Summer, 1993.

Intermediate Statistics: Spring, 1993.

Economic Development: A Public Policy Approach; Spring, 1991.

Economics of the Public Sector; Fall, 1991; Fall, 1992.

Education and Public Policy; Fall, 1992.

Urban Social Problems: A Systems Approach; Fall, 1990.

Economic Theory and Social Work University of Denver 2014 to present

Research Reports

"A Comprehensive Assessment of the Human Services Needs for Natrona County Wyoming"; March, 1984. Principal Investigator.

"Measuring Job Discrimination By Private Employers Against Black and Hispanic Males Seeking Entry Level Work In The Denver Metropolitan Area"; March, 1991; Co-Principal Investigator.

"Comprehensive Evaluation of the Greeley Dream Team, Inc. School Drop Out Prevention Effort," December, 1991; Co-Principal Investigator.

Evaluation of the Resident Manager Training Program for the Denver Housing Authority; March 1992 to February, 1993. Principal Investigator.

Final Report for the Comprehensive Evaluation of the Joint Venture Between the Boy Scouts of America, Denver Area Council and Colorado UpLIFT: Phases I-III; March, 1998; Principal Investigator.

Co-principal investigator: Community Assessment of the Contributions of the Latino Community to the Community of Boulder Colorado; Conducted for the Latino Task of Boulder County, Colorado; October, 2001.

Co-principal investigator: Community Assessment of Child Care Services in Boulder County. Conducted under project funded by the Knight Foundation; 2003.

Research, Evaluation, and Development Projects

Adams 14 School District
Management Partner Proposal

Principal Investigator: Evaluation of the *Visiones* Leadership Development Program of the Center for Hispanic Education and Economic Development. This was a community leadership training program for community leaders funded by the Kellogg Foundation November, 1990 to October, 1993; comprehensive final report submitted, 1993.

Principal Investigator: Evaluation of *Eisenhower Leadership Development Project* funded under the U.S. Department of Education; Office of Community and Special Projects; University of Southern Colorado, 1994.

Principal Investigator: Pueblo Youth Services Bureau *La Calle*: Female Gang Prevention/Intervention Program. Project involved an outcome evaluation of prevention and intervention school and community-based activities with Latina girls, ages 8-18 years of age. 1993-96.

Principal Investigator: Evaluation of the *Eisenhower Leadership Project* granted to the Colorado Hispanic Institute under the U.S. Department of Education; in progress, Final Report submitted, October, 1996.

Principal Investigator: Evaluation of the *Joint Venture: A Partnership Between Colorado UpLIFT and the Denver Area Boy Scouts of America*. The Project involved a three-phased evaluation model, including 1) conducting a follow-study of graduates to measure the impact of the program on their lives; 2) conducting an economic impact study; and 3) identifying the success factors of the program. 1996-1998.

Co-Principal Investigator: Evaluation of the National Veteran Training Institute *Case Management Training Program* under contract to Altamirano Consulting. The focus of the evaluation includes: 1) validation of the training model; 2) analysis of 90-day follow-up data; and 3) conducting 90-day telephone follow-up survey to validate the curriculum content. (In progress.)

Co-Principal Investigator: Evaluation of *La Comunidad de Salud* under contract with the Denver Alternative Youth Services (DAYS). The evaluation focuses on measuring the impact of training and technical assisted conducted by DAYS staff and contractors related to HIV intervention and prevention within the Latino, community---with a focus on Latina females and children. (In progress.)

Co-principal Investigator: *Assessment of the Contributions and Needs of the Latino Community in Boulder County Colorado.*, October 2001. Project under auspices of ALMAR Development Group.

Co-principal Investigator: *Needs Assessment of Child Care Needs in the Latino Community in Boulder County, Colorado* conducted for the Knight Foundation, December, 2003. Project under auspices of ALMAR Development Group.

Co-principal Investigator: *El Alma Saludable*: Measuring the impact of diabetes prevention and intervention strategies on Latinas. Project in Progress (9/2004-8/2007)

Co-Principal Investigator: Development of a ten-module cultural competence training for physicians and health care staff for the North Range Behavioral Health; Greeley CO. (July 2008-March 2010)

Principal Investigator: Conducting a comprehensive community needs assessment for the Denver Great Kids Head Start for use in developing three year strategic plan. (3/2010-9/2010).

Research & Management Information Systems Consultant: Measuring the Impact of a Mentoring Program on At Risk Youth; Save Our Youth, (2011 to present).

Adams 14 School District
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Co-Principal Investigator: Conducting a Series of Focus Groups with Four Ethnic Minority Groups (Asian; African American; Hispanic/Latino; and Native American) to Understand the Stigma of Mental Health in Their Respective Communities, (2013-14).

Journal Articles and Technical Papers

"The Integration of High Technology into Bilingual Education Programs: What Does the Future Hold?" University of Colorado Center for Multicultural Education Journal, February, 1983.

"The Greeley Dream Team, Inc.: A Community Wide Approach Dealing With the School Drop Out Problem," co-authored with Tony Carvajal and Mel Lane; 1991.

"Measuring Employment Discrimination: Hopeful Evidence From Recent Audits" Journal of African American Policy Harvard University, co-authored with Franklin J. James; May, 1992.

"An Historical Development of the Principle of Equal Opportunity: From Implementing Affirmative Action to Becoming Culturally Competent," 1992.

"The Colorado Hispanic League: A Latino Public Policy System," Harvard Journal of Hispanic Policy September, 1994.

Books and Technical Instruments

The Multicultural Leader: Leading the Diverse Organization in progress, anticipated completion date, December, 2018.

Author/Developer: Cultural Competence Organizational Assessment Instrument (CCAI) (2005)

Certified/Proficient in Psychometric/Sociometric Instruments

- 1) Myers-Briggs Type Indicator (MBTI) 1993
- 2) Benchmarks Leadership Development Multi-Rater Measure, 1993
- 2) Kirton Measure of Creativity and Innovation, 1995
- 4) Measuring Diversity Results Certification 2006
- 5) EQi (Emotional Quotient Inventory) Certification, 2007
- 6) Intercultural Development Inventory, 2008

Leadership Training and Conference Presentations

Co-Presenter; Total Quality Management Conference sponsored by the U.S. Department of Defense held in Colorado Springs, Colorado March, 1990

University of Denver Race Relations Workshop, 1991

Panel Member: Youth Conference; University of Southern Colorado; Pueblo, Colorado; Fall, 1991.

Leadership and Community Advocacy" Community Volunteers of Aspen; Aspen, Colorado; March, 1992.

ADAD Conference "Cultural Competency and Transformational Leadership." May, 1992

Adams 14 School District
Management Partner Proposal

Ethics and Leadership, Visiones Leadership Development Program, September, 1993, Community College of Denver.

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School of Education
University of Colorado-Boulder
Boulder, CO 80309-0249

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EDUCATION

1987 Ph. D. - UCLA Los Angeles, California emphasis in Curriculum and the Study of Schooling-emphasis in Bilingual Education. Dissertation Title: "Relationship of Native Language Reading Achievement and Oral English Proficiency to Future Achievement in Reading English as a Second Language."

1975 M.S. in Education with an emphasis in Elementary Bilingual-Bicultural Education, University of Kansas, Lawrence, Kansas.

1971 B.A. in Spanish and Secondary Education, University of Colorado, Boulder, Colorado.

EMPLOYMENT

1998 Professor, University of Colorado, Boulder – Social, Multicultural & Bilingual Foundations

1992-1998 Associate Professor, University of Colorado at Denver - Language, Literacy and Culture

1990-92 Research Associate, BUENO Center for Multicultural Education University of Colorado, Boulder, CO

1988-90 Assistant Professor, University of Arizona - Teaching and Teacher Education

1983-88 Director, Bilingual/Multicultural Education - Tucson Unified School District #1, Tucson, Arizona

Escamilla Vita 2

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1976-83 Lecturer, Division of Teacher Education, California State University, Fullerton

1975-76 Spanish Reading and Bilingual Resource Teacher (Grades K-6), Jefferson

Elementary School, Lennox, CA.

1974-75 Graduate Teaching Assistant in Bilingual-Bicultural Education, University

of Kansas, Lawrence, Kansas

1973-74 Assistant Director, Title IV Multi-Cultural Education Project, Lawrence Public Schools, Lawrence, Kansas

1971-73 Bilingual-Bicultural First Grade Teacher, Johnstown Title VII Educational

Project, Letford Elementary School, Johnstown, Colorado
1970-71 Headstart Teacher, Colorado Migrant Council, LaSalle, Colorado
(Summer)

PROFESSIONAL ORGANIZATIONS AND OFFICES

National Association for Bilingual Education (NABE)
Co-chair of the research and evaluation special interest group 2003-2005
Member of the committee to select the NABE dissertation of the year 2003
Co-Chair, Local Conference Committee 1999
President 1995-96 and 1993-94
Vice President 1994-95
Secretary/Treasurer 1992-93
American Education Research Association (AREA)
Member of the AERA Spencer Foundation Selection Committee
Reading Recovery Council of North America (RRCNA)
Member of the Research Committee

SUBJECT TEACHING AREAS

Second Language Acquisition
Sociolinguistics and Education
Bilingual Education (Foundations and Methods)
Methods of Teaching ESL
Research Methods for Bilingual/ESL Education

PUBLICATIONS

Books

2017 Guerrero, M., Guerrero, C., Soltero-González, L. & Escamilla, K. (Eds.).
Abriendo brecha: Antología crítica sobre la educación bilingüe de doble
inmersión. Albuquerque, NM: Fuente Press.

Escamilla Vita 3

3

2014 Herrera, S., Perez, D. & Escamilla, K. Teaching Reading to English
Language Learners (2nd Ed.). New York: Pearson , 288 pages.

2014 Escamilla, K., Hopewell, S., Butvilofsky, S., Sparrow, W., Soltero-
Gonzalez, L., Ruiz-Figueroa, O. & Escamilla, M. Biliteracy from the
Start: Literacy Squared in Action. Philadelphia: Caslon, 199 pages.

2010 Herrera, S., Perez, D. & Escamilla, K. Teaching Reading to English
Language Learners. New York: Pearson , 288 pages.

1996 Escamilla, K., Ruíz, O, and Basurto, A. Instrumento de Observación de
los Logros de la Lecto- escritura Inicial. Portsmouth, NH: Heinemann.
(14th printing), 128 pages.

Journal Articles

*2017 Butvilofsky, S., Hopewell, S. & Escamilla, K., & Sparrow, W. Shifting
deficit paradigms of Latino emerging bilingual students' literacy
achievement: Documenting biliterate trajectories. *Journal of Latinos in
Education*. 16(2), 85-97.

*2017 Escamilla, K., Butvilofsky, S., & Hopewell, S. What gets lost when
English
only writing assessment is used to assess writing proficiency in

Spanish/English emerging bilingual learners? *International Multilingual Research Journal*. (Published online January 2017.

*2016 Escamilla, K. A tribute to Richard Ruiz: Empirical applications of Ruiz's language orientations theory to practice. *The Bilingual Review/La Revista Bilingüe*, 33(3).

*2016 Hopewell, S., Butvilofsky, S., & Escamilla, K. Complimenting the Common Core with Holistic Biliteracy. *Journal of Education*, 196(2), 89-100.

*2016 Soltero-González, L., Sparrow, W., Butvilofsky, S., Escamilla, K., & Hopewell, S. Effects of a Paired Literacy Program on Emerging Bilingual Children's Biliteracy Outcomes in Third Grade. *Journal of Literacy Research*, 48(1), 80-104.

*2016 Butvilofsky, S., Hopewell, S. & Escamilla, K. Shifting deficit paradigms of Latino emerging bilingual students' literacy achievement: Documenting biliterate trajectories. *Journal of Latinos in Education*. 16(2).

*Anonymous peer refereed journal

Escamilla Vita 4

4

*2014 Sparrow, W., Butvilofsky, S., Escamilla, K., Hopewell, S. & Tolento, T. Examining the longitudinal biliterate trajectory of emerging bilingual learners in a paired literacy instructional model. *Bilingual Research Journal*, 37(2), 24-42.

*2014 Hopewell, S. & Escamilla, K. Biliteracy development in immersion contexts. *Journal of Immersion and Content Based Language Education*, 2(2), 181-195.

*2013 Hopewell, S. & Escamilla, K. Struggling reader or emerging bilingual student? Reevaluating the criteria for labeling emerging bilingual students as low achieving. *Journal of Literacy Research*. DOI: 10.11771/1086296X13504869.

*2012 Soltero-Gonzalez, L. Escamilla, K. & Hopewell, S. Changing teachers' perspectives about the writing abilities of emerging bilingual students: Towards a holistic bilingual perspective on writing assessment. *International Journal of Bilingual Education and Bilingualism*, 15(1), 71-94.

*2011 Soltero-Gonzalez, L., Hopewell, S. & Escamilla, K. Changing teachers perceptions about the writing abilities of emerging bilingual students: Towards a holistic bilingual perspective on writing assessment." *International Journal of Bilingual Education and Bilingualism*. DOI:10.1080/13670050.2011.604712.

*2011 Butvilofsky, S., Escamilla, K., Soltero-Gonzalez, L. & Aragon, L. Promoting reflective teaching through simulation in a study in Mexico program. *Journal of Latinos in Higher Education*.

*2009 Escamilla, K., Franquiz, M. & Aragon, L. The transformative potential of study in Mexico for Bilingual/ESL teachers. *Journal of Latinos and Education*. Vol. 8 (4).

*2009 Escamilla, K. Developing Literacy in Second Language Learners: The National Panel on Language-Minority Children and Youth: Book Review. *Journal of Literacy Research*, Vol. 41(4).

*2006 Escamilla, K. Semilingualism applied to the literacy behaviors of Spanish

speaking emerging bilinguals: Emerging biliteracy or biilliteracy?: *Teacher's College Record*, 108(11), 2329-2353

*Anonymous peer refereed journal

Escamilla Vita 5

5

*2005 Escamilla, K., Chávez, L. & Vigil, P. Rethinking the gap: High stakes testing and Spanish speaking students in Colorado. *Journal of Teacher Education*, 56(2).

*2005 Coady, M. & Escamilla, K. Audible voices, visible tongues: Using Spanish speaking students' writing to explore social realities and inequities. *Language Arts*, 82(6).

*2003 Escamilla, K. & Nathenson-Mejia, S. (2003). Preparing culturally responsive teachers: Using Latino children's literature in teacher education. *Equity and Excellence in Education*, 36(3).

*2003 Escamilla, K., Shannon, S., Carlos, S., & García, J. Breaking the code: Colorado's defeat of the anti-bilingual education initiative (Amendment 31). *Bilingual Research Journal*, 27(3).

*2003 Escamilla, K., Chavez, L., Mahon, E., & Riley-Bernal, H. High stakes testing, Latinos and limited English proficient students: Lessons from Colorado. *Bilingual Research Journal*, 27(1).

2003 Escamilla, K. Confessions of a recovering monolingual: Why bilingual education is good for everyone. *Journal of the Texas Association for Bilingual Education (TABE)*. 7(1).

*2003 Nathenson-Mejia, S. & Escamilla, K. Connecting with Latino children: Bridging gaps with children's literature. *Bilingual Research Journal*, 27(1).

1999 Escamilla, K. The false dichotomy between ESL and transitional bilingual

educational programs: Issues that challenge all of us. *Educational Considerations*, Vol. 26, No. 2, 1-7.

*1999 Shannon, S. & Escamilla, K. Mexican immigrants in the United States: Targets of symbolic violence. *Educational Policy*, Vol. 13, 347-370.

*1998 Escamilla, K., Loera, M., Rodriguez, Y. & Ruiz, O. An examination of sustaining effects in Descubriendo La Lectura Programs. *Literacy Teaching and Learning: An International Journal of Early Reading and Writing*, Vol. 3, No. 2, 59-81.

*1995 Galindo, R. & Escamilla, K. A biographical perspective on Chicano educational success. *The Urban Review*. Vol. 27, No. 1, 1-29.

*Anonymous peer refereed journal

Escamilla Vita 6

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*1994 Escamilla, K. The sociolinguistic environment of a bilingual school. *The Bilingual Research Journal*, Vol. 18, Nos. 1 & 2, 21-47.

*1994 Escamilla, K. Descubriendo la lectura: An early intervention literacy program in Spanish. *Literacy, Teaching and Learning*, Vol. 1, No. 1, 57-70. (Reprinted in the same issue as Descubriendo la lectura: Un programa en español para las primeras etapas, and translated by the author, 71-86).

*1993 Escamilla, K. & Medina, M. English and Spanish acquisition by limited language proficient Mexican-Americans in a three-year maintenance bilingual program. *Hispanic Journal of Behavioral Sciences*. Vol. 15, No. 1, 108-120.

*1992 Medina, M. & Escamilla, K. Evaluation of maintenance and transitional bilingual programs. *Urban Education*. Vol. 2, No. 27, 263-290.

*1992 Medina, M. & Escamilla, K. English acquisition by fluent-and limited-Spanish-proficient Mexican Americans in a 3-year maintenance bilingual program. *Hispanic Journal of Behavioral Sciences*. Vol. 14 No. 2, 252-267.

*1992 Escamilla, K. & Andrade, A. Descubriendo la lectura: An application of Reading Recovery in Spanish. *Education and Urban Society*. Vol. 24 No. 2, 212-226.

*1992 Escamilla, K. Theory to practice: A look at maintenance bilingual education classrooms. *Journal of Education Issues of Language Minority Students*. Vol. 11, 1-23.

*1986 Powers S., Escamilla K., and Haussler M. The California Achievement Test as a predictor of reading ability across race and sex. *Educational and Psychological Measurement*. Vol. 46, 1067-1070.

*1986 Powers S., Axelson R., Escamilla K., and del la Garza, J. Comparability of the norms of the La Prueba Riverside de Realización en Español and the Comprehensive Test of Basic Skills Español. *Educational and Psychological Measurement*. Vol. 46.

*1984 Powers, S., Paz, E. and Escamilla, K. Reliability and factorial validity of the Artes de Lenguaje. *Educational and Psychological Measurement*. Vol. 44, No. 4, 971-976.

*Anonymous peer reviewed journal

Escamilla Vita 7

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Book Chapters

2016 Escamilla, K., & Hopewell, S. Effective instruction for emergent bilingual children: Accelerating English language acquisition while developing biliteracy. In C. P. Proctor, A. Boardman & E. H. Hiebert (Eds.), *Teaching emergent bilingual students: Flexible approaches in an era of new standards* (pp. 20-39). New York, NY: Guilford Press.

2015 Escamilla, K., Hopewell, S. & Butvilofsky, S. Language and literacies for

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two language children. In *Research in Literacy for Limited English Proficient Students*. Washington DC: National Clearinghouse for Bilingual Education.

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**1998 Escamilla, K. Descubriendo La Lectura: Un programa en español de lecto-escritura. In Swartz, S. (ed.), *Early Intervention and Early Literacy*. Mexico City: Trillas Press.

1997 Escamilla, K. Descubriendo La Lectura: An Early Intervention Literacy Program in Spanish. In S. Swartz & A. Klein (eds.), *Research in Reading Recovery*. Portsmouth, NH: Heinemann, 109-121.

1996 Escamilla, K. Incorporating Mexican-American history and culture into the social studies classroom. In J. Flores (ed.), *Children of La Frontera: Binational Programs for Mexican Migrant and Immigrant Students*. Charleston, WV: ERIC Clearinghouse, 269-284.

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for a monolingual Spanish audience, and was translated by the author.
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9

1994 Escamilla, K. Issues in bilingual program evaluation. In R. Rodríguez, N. Ramos and J. Ruíz-Escalante (eds.), *Compendium of Readings in Bilingual Education*. San Antonio, TX: Texas Association for Bilingual Education, 74-83.

1994 Baca, L., Escamilla, K. & Carjuzaa, J. Language minority students: Literacy and educational reform. In N. Ellsworth, C. Hedley, & A. Baratta (eds.), *Literacy: A Redefinition*. Hillsdale, NJ: Lawrence Erlbaum Assoc., 61-76.

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MANUEL ESCAMILLA

January 2019

ADDRESS:

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500 Eisenhower Dr.

Louisville, Colorado 80027-1190

303.474.5053 mobile

303.665.3042 home

manuel.Escamilla@hotmail.com manuel.escamilla@colorado.edu

EDUCATION:

Ph.D. June 1978 University of Kansas Curriculum and Instruction with an Lawrence,
Kansas emphasis in Child Development.

M.Ed. Dec. 1972 Antioch College Early Childhood Education
Yellow Springs, Ohio

B.A. Dec. 1970 Colorado State University Education
Fort Collins, Colorado

EMPLOYMENT HISTORY:

June 2016 – Present Consultant and Ad-hoc faculty member School of
Education, University of Colorado, Boulder and the BUENO
Center for Multicultural Education

Nov. 2012 – June 2016 Project Director for Professional Development programs at
University of Colorado, Boulder

Adams 14 School District
Management Partner Proposal

- Nov. 08- Oct. 2012 Director, of Region VIII Equity Assistance Center, I direct the operation of a training and technical assistance center that provides assistance to public schools in the areas of race, gender, and national origin to promote equal educational opportunities for all students of color in the states of Colorado, Montana, North Dakota, South Dakota, Utah and Wyoming.
- January – Oct. 2008 Private Educational Consultant (have done Title III National Professional Development Program evaluation and other Federal reviews)
- June 1998 to Present Adjunct Professor, University of Colorado, Boulder, teach Curriculum and Methods courses in the School of Education.
- March 2004 to Dec. 2007 Rocky Mountain SER Northern Area Head Start Director, Provided management, leadership, planning, and coordination for Northern service area. I supervised a staff of over 200 and oversaw a budget of 10 million dollars.
- Sept. 2002 to Feb. 2004 Rocky Mountain SER State Wide Head Start Monitor, I was responsible to ensure that necessary steps were being implemented to meet Federal regulations as well as local goals and objectives and that appropriate interventions were implemented in a timely manner. I also provided on-going professional development to education staff.
- June 2001 to Aug.2002 Special Assistant to the President, Texas Tech University, I coordinated all campus programs and activities that promoted commitment to increase the number of people of color and women in administrative and faculty roles as well as improve the university's minority student enrollment.
- April 1998 to May 2001 Director, Rocky Mountain Ser Denver Head Start, provided management and leadership in planning, directing, administering, and coordinating the program. Responsible for community outreach, bringing communities, business and other institutions to forge collaborations that supported de efforts of head Start. I supervised a staff of over 140

staff members and oversaw a budget of over six million dollars.

Jan. 1990 to March 1998 Assistant Vice President for Academic and Student Affairs at Metropolitan State University of Denver, administered and supervised seven student support programs; Assessment and Testing, Career Services, English as A Second Language, New Student Orientation, The Student Development Center, Student Intervention Services, and the Summer Bridge Program. I also supervised three federally funded programs; High School Upward Bound, Student Support Services and Veterans Upward Bound. I also coordinated the college's ADA program.

Aug. 1982 to Dec. 1989 Assistant Vice President for Student Affairs, University of Arizona, directed the University's minority affairs efforts in early outreach, recruitment, retention, summer programs, development and enrichment programs, and the office of the assistant deans for Student Affairs. I also held the rank of tenured Associate Professor in the School of Education and was the first Director of the Office of Minority Student Affairs.

Aug. 1975 to July 1982 Associate Professor of Education, Coordinator of Bilingual Bicultural Education and Director of Student Affirmative Action at California State University, Fullerton.

SELECTED PROFESSIONAL PRESENTATIONS:

November 2012 Successful path to higher education, Latino Education Summit, Denver, Colorado.

October 2012 Creating partnerships between families and schools, Colorado Association for Bilingual Education Conference, Denver, Colorado.

June 2012 Spanish Literacy for Emerging Bilinguals, presentations made at the Literacy Squared Institute in Estes Park, Colorado

Adams 14 School District
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- October 2011 Parent Involvement presentation at the 2011 Teachers of Color and Allies Summit at the University of Colorado, Boulder, Colorado.
- September 2011 Successful High School Student presentation at the 3rd Annual Culture, Community Conference in Aurora, Colorado.
- June 2011 Keynote Speaker at the Annual Utah Equity Conference in Salt Lake City, Utah.
- October 2010 Equity in Education presentation at the Annual Colorado Association for Bilingual Education Conference in Aurora, Co.
- August 2010 Equity in Education, presentation at the first Pathways to Respecting American Indian Civil Rights in Albuquerque, NM.
- February 2010 Reintegrating School Presentation at the Leadership for Equity and Excellence Forum, Phoenix, Az.

PUBLICATIONS:

Escamilla, K., Hopewell, S., Butvilofsky, S., Sparrow, W., Soltero-Gonzalez, L., Ruiz-Figueroa and Escamilla, Manuel, Biliteracy from the Start, Caslon Publishing, Philadelphia 2013.

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Bilingual-Bicultural and Pull-out ESL Programs. ERIC database, Center for Applied Linguistics. Washington, D.C. Spring 1981.

Escamilla, M., Cohen, R., and Creamer, R., "Simulation: An Alternative Method for Bilingual Education," Contemporary Education Vol. 48 No.2, Winter 1977.

Escamilla, M. "Who is a Migrant Farm Worker?" pamphlet, Juarez-Lincoln Center, Austin 1973.

Escamilla, M. A series of children books in Spanish, Que Voy a Ser? Nuestros Animales,
Los Tres Lencillos and La Chaparrita, Totinam Publishing, Inc. Denver.

REFERENCES:

Deb Hedin, Regional Program Manager Tel. 303.844.1154
Administration for Children and Families
Office of Head Start
Denver Regional Office
1961 Stout Street, Suite 924
Denver, CO 80294

Ms. Hedin as the Region VIII Program Manager for Head Start is very aware of my work ethic and the quality of work that I performed as the RMSER Northern Area Head Start Director.

Dr. Pamela Harris, CEO Tel. 303.861.2602
Mile High Montessori
1780 Marion Street
Denver, CO 80218

Dr. Harris as the Director of Denver Great Kids Head Start, she was my colleague and we collaborated frequently in many activities and events. She is very familiar with my work ethic and with my skills in collaborating with other agency colleagues.

Adams 14 School District
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Dr. Leonard Baca, Director Tel. 303.492.5416

BUENO Center

University of Colorado, Boulder

School of Education

CB 247 – BUENO Center

Boulder, CO 80309-0247

Dr. Baca is the Executive Director of the BUENO Center for Multicultural Education and very familiar with my present work as Project Director.

Dr. Al Martinez, Head Start Director Tel. 720.913.0888

Denver Great Kids Head Start

201 W. Colfax

Denver, CO 80202

Attachment 2: Resume of Select KSE Consultant Network

Darlene LeDoux, Ph.D.

DenverLeDoux3@comcast.net

303-906-4426
80227

2427 S. Chase Lane

Lakewood, CO

Demonstrated ability to successfully motivate and collaborate with diverse students, teachers, parents and community groups while increasing student achievement. Recognized for strategic and successful approaches to decision-making and leadership resulting in improved student achievement for all students and in particular, English learners.

ACCOMPLISHMENTS

- Effective instructional and district leadership resulting in the creation of high functioning teams focused on student success while effectively and actively engaging parents and community in the school.
- Extensive success with at-risk students, diverse staff, parents, and community members resulting in lower drop-out rates, fewer safety and discipline incidents, increased attendance by 12%, and, 500% increase in parental involvement.
- Proven strategic leadership as a principal at secondary and elementary levels with diverse learners in urban and suburban school districts.
- Successful creator and developer of business, community, university and public education partnerships personally securing grants and resources via multiple partnerships for school improvement.
- Created and implemented an extensive professional development plan based on data analysis resulting in a 6% increase in CSAP mathematics test scores.
- Spearheaded successful high school reform in an inner-city high school resulting in highest average increase of test scores compared to similar high schools in Denver – higher than district and state average increase.
- District, state and national presenter and trainer for leadership, Bilingual and ESL education, and parental involvement.
- Recognized leader in local, community, state level and professional organizations.
- Education Advisor to Roy Romer, Former Governor of Colorado.
- Bilingual and Biliterate in the English and Spanish Languages.

EXPERIENCE

Denver Public Schools

2002-present

Adams 14 School District
Management Partner Proposal

- Instructional Superintendent – Training Instructional Superintendents to lead equity and to close the achievement gap with school leaders and teams.
- Supervised elementary and K – 8 schools, including four “turn-around, bilingual, dual-language and Montessori schools (2015 – 2018).
- Executive Director, Academic Achievement for English Learners – highest ACCESS growth in Colorado (2011-2015)
- Principal Lena Archuleta Elementary – Moved school from one of lowest performing schools in Far NE Denver to highest performing elementary school in that community (2006 – 2011)
- Advisor to Chief Operations Officer (2006-2007)
- Assistant Superintendent on Special Assignment as Principal of North High School (2003 – 2006)
- Assistant Superintendent-School Community Partnerships (2002-2003)

Cherry Creek Schools

1991-2002

- Director Human Resources (1994-2002)
- Principal, Holly Ridge Primary and Holly Hills Elementary Schools (1991-1994)

Denver Public Schools

1980-1991

- Principal, Cheltenham, Barrett and Del Pueblo Elementary Schools (1986-1991)
- Instructional Consultant, Bilingual ESL Education (1984-1986)
- Teacher on Special Assignment, Bilingual ESL Education (1983-1984)
- Bilingual ESL Resource Teacher (1980-1983)

Adams County 27J, Brighton, Colorado

1978-1980

- 1st Grade Teacher, Bilingual/ESL Education, Northeast Elementary

EDUCATION

Ph.D., University of Colorado - Education, Administration, Supervision, Curriculum, and Instruction

Masters Degree, University of Colorado - Bilingual, English as a Second Language Education

Bachelor's Degree, University of Northern Colorado - Elementary Education, Special Education, and Bilingual Education

AWARDS

- Colorado Association of Bilingual Education, Board Award, Significant Contributions in Education, 2015
- Colorado Teachers of English as a Second Language, Presidents Award, 2015
- Latinas First, Latina Trail Blazer as Principal of Denver North High School, May 2013
- Boy Scouts, “Vale La Pena” Community Service Award, October 2011
- Colorado Association of Bilingual Education (CABE) Administrator of the Year Award, October 2011

- LaRasa - Lena Archuleta Education Excellence Award, May 2009
- EPIC Best Practices Principal, 2008-09 School Year

LEADERSHIP AND SERVICE

- Mentor and Coach to Central Office Leaders, Principals, Assistant Principals in Denver Metro Area, 2010-Present
- Chairperson, Principals' Leadership Council (PLC), Far NE Denver, August 2008 – June 2010
- University of Colorado at Denver, Adjunct Faculty Member, 2005 – 2018
- University of Phoenix, Board of Directors, 2004-2006
- Community College of Denver, Advisory Board to the President, 2003-2007
- Past President, Colorado Association of School Personnel Administrators, 2001-2002
 - o Board of Directors, 2000-2002
- Board of Directors, Latino Education Coalition, Denver, Co., 1997-2001
- President, Colorado Association of Elementary School Principals, 1994-1995
 - o Board of Directors, 1992-1995
- University of Northern Colorado, Board of Trustees, 1993-1997
- President, Association of Hispanic Administrators, Denver Public Schools, 1990
- Board of Directors, Denver Elementary Principal Association, 1988-1989
- Vice President, Colorado Association of Bilingual Bicultural Education, 1987
 - o Board of Directors, 1983-1987
- Board of Directors, Hispanic Education Advisory Committee, Denver Public Schools, 1984-1988

REFERENCES

Susana Cordova, Superintendent
Superintendent

Denver Public Schools

Susana_Cordova@dpsk12.org

720-423-3581

Brette Scott, Assistant

Denver Public Schools

Brette_Scott@dpsk12.org

720-423-2127

Ivan Duran, Superintendent

Bellevue, Washington

Docduran16@gmail.com

720-480-9573

Patsy Roybal, State Director

Parent Teacher Home Visit Program

Patsyjr@aol.com

Ronald G. Cabrera, Ph.D.

Leadership Consultant

804 Hillside Court, Longmont, CO 80501

Cell: 970.744.8293 E-mail: ron.g.cabrera@gmail.com

Leadership Qualities

Mission and Values Driven Strategic Thinker & Planner

Equity & Social Justice-Minded Team-builder/Collaborator

Leadership Talent Developer Systems-thinker/Continuous Improvement

Curriculum & Instruction Expert Community Builder

Leadership Experience

Leadership Consultant/Leadership Executive Coach/Adjunct Professor —
August 2012 – Present.

* **Leadership Consultant** - Provide clients and organizations with expertise in systems approaches, strategic planning processes, instructional and curriculum leadership, leadership development, education program review; work with various school districts on mission-vision-values setting; continuous improvement; work with principals and teachers to understand educator effectiveness requirements. Most recently, served as . . .

● **Interim Director of English Language Learning** , Adams 12 School District, January 2018

- Present.

● **Interim Superintendent of Schools** , Denver Public Schools, October 2018 - January 2019

● **Lead Culturally Responsive Education (CRE) Consultant** , Denver Public Schools,

March - June 2018. Supported the DPS CRE priority;

● **Interim Associate Chief of Academics and Innovation** , Denver Public Schools,

November 2017 - February 2018;

● **Interim Chief of Family and Community Engagement (FACE)** , Denver Public Schools.

August - September. 2018.

* **Executive coach & Mentor** - Provide clients with personal talent and leadership development, thought

partner, facilitator of problem-solving. August 2012 - Present.

* **Adjunct professor** - University of Colorado Denver - Teach in administrator licensure program, e.g.,

Equity Instructional Leadership, Change Management, Conflict Management, etc. - January 2013 -

present.

* **Colorado Department of Education--** Part of a team researching the state teacher evaluation rubric;

observed teachers instructing using 5 point and 4 point rubrics; collected data; provided analysis of data,

August - December, 2012.

* **Interim Director for the Collaborative Strategic Reading (CSR) project, Denver Public**

Schools --A federal 3i grant, \$30 million budget; assisting the district wide dissemination of an innovative reading approach to improve literacy and closing the achievement gap for English Language Learners (ELL), special education students, and weak readers.

Assistant Superintendent, Instructional Services & Equity, Boulder Valley Schools —June 2013 – June 2017.

- Oversight of district-wide instructional programming, curriculum development and review, effective equitable instructional practices, at-risk student interventions, coordinated services with special education, English Language Development, early childhood and educational technology; policy review and writing; professional learning for leaders and teachers.

- Contribute, collaborate, and facilitate strategic plan and policy development.

- Led district equity, diversity, and social justice efforts.

- Team member of senior leadership and superintendent cabinet.

Superintendent of Schools —Thompson School District, Loveland, CO; 15,667 students, Jul. '08 –Jul. '12

- Provided executive leadership for the Board of Education and 2000 + employees; designed and facilitated Board of Education retreats and work sessions; Responsible for overseeing the global perspective of the District.

- Led Budget development

- Collaborated with employee contractual negotiations

- Supervised all schools and programs, all district departments, and all employees.

- Priority focus on student achievement, financial and resource allocation, community partnerships, and strategic plan goals and implementation.

- Carried out Board of Education directives, implemented and enforced board policies, and served as the final administrative appeal for conflict resolution.

- Led the district through strategic planning; involved 4000 participants—parents, community members, staff, and students; facilitated the creation of a new mission and vision, core values, and strategic goals.
- Led all district staff to the development of district wide operating principles—a code of leadership behavior.

- Increased graduation rate; decreased dropout rate; evidenced overall student achievement growth over four years.

- Demonstrated strategies and outcomes that closed achievement gaps, including increased participation of marginalized student subgroups into advanced academic classes, IB and AP classes, as well as extracurricular.

- Oversaw \$130 million budget; created and led community-staff budget development process with exemplary financial transparency.
 - Dealt with three years of lost state revenue; established financial values; used zero-based budget approach; reduced expenditures; cut budget; balanced the budget, yet retained key programs and services.
 - Established an aggressive grant outreach approach, awarded in excess of \$2 million in 18 months.
 - Demonstrated exceptional visible leadership and outreach within the organization and in the community; averaging 175 school/worksite visits a year and 30 + community events a year.
 - Developed a systems approach to organizational performance measures and effectiveness and process approaches for increased organizational efficiencies and continuous improvement; developed workforce alignment.
 - Chaired the Denver Area School Superintendents Council (DASSC), facilitated 23 superintendents, who represent 75% of Colorado's student enrollment, in policy and legislative dialogue and action.
 - Collaborated with community groups, e.g., City of Loveland, City of Berthoud, Chamber of Commerce, Loveland Police, Rotary service groups, county social services agencies, and many others, bringing shared services and resources to the school district.
 - Worked with lobbyists and state legislators to advocate and support legislation on behalf of K-12 education and school district interests.
- Deputy Superintendent** —Adams 50 School District, Westminster, CO; 10,600 students, Jul. '05 – June'08
- Collaborated with Superintendent and Board of Education to develop and implement district vision & mission.
 - Led district improvement planning and dynamic Strategic Planning processes; involved over 500 stakeholders.
 - Oversaw and directed K-12 educational programming for 20 schools: established district wide progress monitoring, consistent professional development, curriculum mapping; raised ACT scores.
 - Established annual district achievement targets; monitored and directed accreditation efforts.
 - Managed budgets and personnel resources effectively and aligned them to strategic plan goals.

- Partnered with community businesses to support district achievement efforts; served on community boards.

Executive Assistant for Integrated Learning Services — Vancouver School District, Vancouver, WA;

22,589 students, Aug. '98 – Jul. '01.

- Oversaw K-12 Federal Title I, WA learning Assistance Program, English Language Learner Program, Migrant Education, Title VII, Emergency Immigrant Services; directed budgets in excess of \$10 million.

- Created blended services approach (i.e., categorical services) to support at-risk students—dynamic interventions.

- Designed district multi-targeted summer school; established assessment for targeted assistance—summer school program evidenced substantial literacy gains for the first time in district history.

- Strategically allocated financial and human resources to schools with greatest need and to support student interventions.

Director of Curriculum & Instruction —Adams 14 School District, Commerce City, CO; 6500 students, Aug. '95 – Aug. '98.

- Directed standards-based curriculum and assessment development and implementation; oversaw standards implementation and assessment development.

- Created district literacy model, formative assessment procedures; directed and implemented professional development.

- Assisted in writing the Colorado Basic Literacy Act (CBLA). • Supervised elementary, middle, and high school principals.

Principal

- Boulder HS, Boulder Valley School District, Boulder, CO; 1976 students, Aug. '01 – June '05.

- Rock Ridge Elementary School, Opened K-6, year round school, Douglas County Schools, July '91 - August '95

- Stedman Elementary School, K-5, Denver Public, August '88 - June '91

- Provided instructional leadership; raised school to “Excellent” rating; met Adequate

Yearly Progress (AYP) standards; Boulder High School annually recognized as one of the top high schools in the nation.

- Led and facilitated strategic planning; engaged parents and community in partnerships.

- Created an environment for student success: averaged 10-12 National Merit Finalists

- annually. • Developed an inclusive, multiculturally proficient environment.

○ Awarded Rockefeller grant for multicultural education programming; led and facilitated first district multicultural committee to address minority students' needs and to develop curriculum.

○ Awarded Rockefeller grant to create first family resource school in DPS, bringing social services, community resources and parent education to a neighborhood site.

Assistant Principal -- Centennial Elementary, Denver Public Schools, Aug. '87 – Jul. '88.

Teacher —Denver Public Schools, North High School; Morey Middle School, Aug. '79 – Jul.

'87--Biology, Life Science, English, ESOL, Student Council, Student Activities, Athletic Coach

Professional Higher Education Adjunct Professor —Taught at various institutions of higher education, Aug. '92 – Present.

● University of Colorado at Denver, Education administration licensure program.

● Washington State University, "Diversity in Society and in the Classroom."

● University of Denver, "Educational Psychology," 1992, 1993

Education

● Doctorate of Philosophy, Educational Leadership, University of Colorado-Denver, Aug.

'90. Dissertation: The Relationship of Mentoring on Organizational Culture, Work Environment,

and Career Advancement of Public School Administrators in Colorado School Districts . Aug. '90.

● Master of Arts, English Literature, University of Colorado-Boulder, Dec. '85.

● Bachelor of Arts, English, University of Colorado-Boulder, May '77.

Professional Credentials

Colorado Professional Administrator License (Supt.'s endorsement), renewable February, 2022. Colorado

K-12 Professional Principal License, renewable February, 2022.

Professional Awards and Recognition

● Open Door Foundation Change Maker Award for exceptional leadership in support of

transgender/gender non-conforming students, April 2016

● Boulder YWCA "Champion of the Year," recognition for anti-racism work in Boulder County,

May , 2015.

● Impact on Education Award for exemplary service on the Board of Directors and Program

● Colorado Association of Elementary School Principals (CAESP) President, Colorado Association

of School Executives (CASE); President, Past-President, and CAESP Board Member, Aug. '88 –

'98.

● Colorado Association Elementary School Principals Department Award for outstanding

leadership, contributions, and service to the CAESP, Aug. '94.

- Denver Mayor Federico Peña proclaimed Ronald G. Cabrera Day for educational excellence and leadership, June 9, 1989.
- NORAD Award for Teaching Excellence , nominated and selected by peers for instructional excellence and outstanding contributions to students' successes, Dec. '86.
- Jerry & Camilla Sandoval Fellowship , one of two awardees selected from hundreds of teacher and administrator applicants to begin doctoral studies and research, Aug. '85.
- Coach of the Year , Cross-Country, Denver Public Schools, 1985 & 1984.

Professional Presentations

Accomplished presenter at national, statewide, and local conferences on educational issues, leadership development, diversity, and mentoring.

Professional Publications

Published author of 13 publications in professional and popular journals and magazines.

Published monthly educational column for the Loveland Connection , Aug. '10 – Jan. '12.

References

Upon request.

Adams 14 School District
Management Partner Proposal

Attachment 3: Kingdom Solutions Enterprises, LLC (KSE)
Project Organizational Chart